

THE TWENTY-FIFTH YEARBOOK

OF THE
NATIONAL SOCIETY FOR THE STUDY
OF EDUCATION

PART II EXTRA-CURRICULAR ACTIVITIES

*Prepared by the Society's Yearbook Committee on
Extra-Curricular Activities*

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THIS YEARBOOK WILL BE DISCUSSED AT THE WASHINGTON MEETING
OF THE SOCIETY, WEDNESDAY, FEBRUARY 23, 1926
8 P.M.

PUBLIC SCHOOL PUBLISHING COMPANY
BLOOMINGTON, ILLINOIS
1926

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CHAPTER I

INTRODUCTION: SCOPE AND ORGANIZATION OF THE YEARBOOK

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The Aim of this Yearbook on Extra-Curricular Activities: After some deliberation by the committee in charge over the problem of the type of content which should go into this yearbook, it was concluded that, in the present state of knowledge concerning extra-curricular activities, the best that could be done and at the same time the most useful, would be the assembly of materials descriptive of current practice and opinion. Although it was conceded that the content might very desirably be more directly and finally evaluative, it was felt that, owing to the meager developments of the latter sort, to undertake preparation of a volume more heavily recognizing evaluation would unjustifiably delay the first yearbook in the field, especially as a volume devoted more or less exclusively to description can be helpful to those who want to know where the educational world is with respect to these activities, that is, what those at work in the schools are doing and thinking with respect to activities now usually designated as "extra-curricular." Such description always affords valuable guidance and suggestion to those concerned with the problems represented. It does more, in that careful description is a first important step toward evaluation. The least that can be said for such a compilation is that it reports the assumptions and the practices subject to later appraisal.

Organization and Content of the Yearbook: There is always the danger that volumes resulting from composite authorship will be a congeries of miscellaneous articles or chapters with little or no relationship one to another. The hazard is increased when, as in the present instance, no effort has been made by the Committee to come to an agreement on an extra-curricular policy or philosophy which it is willing to recommend for universal adoption in the schools and to have this single policy or philosophy dominate all the chapters to the exclusion of any other. It seemed preferable

at this stage to have the Yearbook be representative of somewhat the same variety of points of view as might be found among any large number of educational workers and of the same variation in practice as exists in any considerable number of schools. However, this admission does not imply that the Yearbook is without organization or devoid of effort in a systematic way to cover the field. On the contrary, in planning the volume the Committee set about definitely to have it accomplish the purpose already stated in an organized and systematized manner. This will become apparent in the chapter outline shortly to be reviewed. Before pointing out the place of each chapter in this plan, a few brief statements should be made further concerning the general scope and nature of the volume.

(1) It deals with these activities only as they appear in the lower schools, that is, elementary and secondary, and not in higher institutions. Higher institutions were excluded from the plans owing to the likelihood that, if recognized, content would run beyond printable bounds. Original plans contemplated more than the single chapter on extra-curricular activities in elementary schools, but the other materials did not finally make their appearance in time to be included. The Yearbook, in consequence, turns out to be one dealing for the most part with extra-curricular activities in secondary schools.

(2) Not all the materials appearing in the volume were originally prepared for presentation here. This will to some extent become apparent to the reader without reminding him of it. During its deliberations, the Committee first determined upon the scope and nature of the content to be included. When attention was directed to the assignment of the several sections, it was found that a number of studies had been made or were in progress which would fit more or less closely in the plans as made. To utilize these was to hasten the completion of the Yearbook as well as to reduce the cost of compilation. Such utilization was certain, however, to interfere with the unity of the plan, as these studies would have been somewhat differently projected and executed if they had been originally intended for use in this volume. As many of the chapters were planned and practically all of them written specifically for the Yearbook, this disorganizing influence has, it is hoped, been kept to a minimum.

(3) Where large numbers of schools, pupils, or teachers are concerned in the following chapters, the reports usually take on a tabular and statistical character. In chapters dealing with practices in individual schools the description is more of the running discus-sional type. The reader will, however, find exceptions to both these types of treatment.

We turn now to the overview of the organization which it will be well for the reader to bear in mind during his progress through the volume. The nine articles next following (Chapters II-X) afford for the most part a general survey of the status of opinion and practice in the field. Some of them, more than others, venture recommendations based on the studies reported or on observations within schools. In the first of these (Chapter II) will be found an attempt to capitalize recent opinion and practice as these have been manifested in literature dealing with extra-curricular activities in general. In this chapter the endeavor has been to summarize this literature as it deals with (1) the claims made for these activities, (2) the obstacles met with in administering them, (3) the principles which should dominate practice, and (4) the classes and types of activities mentioned. The next three chapters (III, IV, V) afford descriptions of practices in three groups of schools, in the following order: junior high schools, four-year and senior high schools, and six-year elementary schools. Chapters VI, VII, and VIII are introduced to show the extent of pupil-participation in these activities, the first reporting on this for high schools in two cities in Washington, the second, in the smaller high schools of Michigan, and the third, in certain types of civic and community activities in one of our largest cities. The two remaining chapters in this first group focus attention on two important problems in the direction of extra-curricular activities—that of teacher-supervision (IX), and that of financial administration (X).

The next group of articles, included in Chapters XI-XIV, have to do with special types of activities. It was apparent to the Committee that an adequate treatment of all the kinds of activities represented in schools would not be possible within the scope of a single yearbook. It was decided, more or less arbitrarily to be sure, that a few of them might be accorded more extended treatment than others, and that most of the remainder might be dealt with in a

single chapter, with a treatment restricted to the briefest possible statement of principles that seemed to the contributors to whom the task was assigned vital to their proper administration. If space were at hand, the treatment for the second group might readily have been extended to the proportions accorded the three selected for longer portions of the Yearbook. These three are pupil-participation in school government (Chapter XI), student publications (Chapter XII), and honor societies (Chapter XIII). The chapter on the last type of activity is made up of two parts, one concerned with reporting practices in a number of high schools, the other with practices in selecting students for the honor society in a school which has given special attention to the problem. Chapter XIV deals briefly and, in consequence, all too inadequately, with assemblies, athletics, music, dramatics, debating, and clubs.

The next group of articles (Chapters XV-XIX) report practices in individual schools or systems. In order to make this group of articles as widely useful as possible, the chapters are devoted to description of practices in different types of school situation as follows: Chapter XV pertains to a junior high school; Chapter XVI to a four-year high school; Chapter XVII to a small rural high school; Chapter XVIII to a junior-senior high school facing the problem of administering the activities over a period of six school grades; Chapter XIX sets forth the policy and practice in all the secondary schools of a city school system. The majority of the Committee felt that concrete descriptions of the manner of carrying on the work in particular situations would be helpful to those concerned with the problem in other schools and communities. There is no assumption that the schools here represented manifest in all instances and in all respects the best development of extra-curricular activities to be found in the country.

The article with which the volume closes (Chapter XX) deals with the problem of evaluation, which has been excluded, for reasons already given, from extended treatment in the plans for the Yearbook as a whole. The extent of treatment of this problem should in no wise be taken as an index of the Committee's conception of its importance.

With the exception of the first and last chapters, therefore, the articles of the Yearbook fall into three main groups,—those pre-

senting (1) a survey of opinion and practice in extra-curricular activities in general (Chapters II-X); (2) treatment of special types of activities (Chapters XI-XIV); and (3) descriptions of particular schools and communities (Chapters XV-XIX).

Bibliographies: It is not uncommon for first descriptive treatments like the present one to be accompanied by complete bibliographies of the literature in the field, in order to afford help to those who desire to read more extendedly than the restricted content of this volume allows. As a matter of fact, only occasionally in this Yearbook are references to other readings included. The reason for this is the presence elsewhere of more or less complete lists of references on extra-curricular activities. The first of these is one now in preparation by Professor Elbert K. Fretwell, four sections of which have made their appearance to date: "Extra-Curricular Activities of Secondary Schools, I [General]," in *Teachers College Record*, XXIV, 60-72 (January 1923); II, "High-School Fraternities and Sororities," in *Teachers College Record*, XXIV, 147-158 (March, 1923); III, "The High School Assembly," in *Teachers College Record*, XXV, 61-69. (January, 1924); IV, "School Publications," in *Teachers College Record*, XXVI, 59-73. (September, 1924). A second bibliography has been prepared by Professor Joseph Roemer and was printed on pages 112-198 of the *University Record* (Extra No. 4, Volume XX, June, 1925) of the University of Florida, at Gainesville, as a part of a bulletin bearing the title, "A Study of Extra-Curricular Activities in the Public High Schools of Florida." It is divided into two parts, the first being "general," and the second, "topical," that is, dealing with special types of activities, viz., assemblies, Boy Scouts, clubs, dramatics, fraternities, handbook, home room, journalism, and student participation in government. A third bibliography is now in preparation by the Bureau of Educational Research of the University of Illinois and will be published as a bulletin by that institution.

The Use of the Term "Extra-Curricular Activities": There are those disposed to take exception to the use of the word "extra-curricular" in referring to the activities being considered here. It may be said that the present use is in accordance with the decision of a majority of the Committee. As far as the present writer can recall, the chief reason given in support of using the term "ex-

tra-curricular activities" is its almost universal use in literature dealing with the subject; other terms sometimes found are "extra-curriculum activities," "extra-class activities," and "collateral activities." Objections to "extra-curricular" fall into two groups, one relating to the separation of curricular from other activities implied in using the word, the other relating to the impropriety of the word-form, more specifically the adjectival ending *ar*. The former is surely a matter of greater moment than the latter. More than one of the contributions to this Yearbook raise the question of the advisability of using a term which sets these activities off in separation from activities of the curriculum, and, without doubt, the question is raised with a good deal of justification. Perhaps the whole question of proper terminology may be left, like evaluation, for decision after more experience with, and study of, the activities, after a committee on terminology or nomenclature of some national organization (of which education is at present in need) brings in a report which settles this among a host of other similar questions, or after both sorts of agency have brought about a better approach to common agreement. Meanwhile "extra-curricular activities" is good for temporary use here, if for no other reason than that, like the most of the chapters included, it is descriptive of current practice.

The Contributors: Contributors to this Yearbook are sixteen in number. This includes only those whose names appear in the Table of Contents. Acknowledgments are made by footnote or otherwise to not a few others. The list does not include literally thousands of principals, superintendents, teachers, pupils, and others to whom appeal was made by the authors for information as to practice or opinion. These sixteen contributors are listed below in two groups, those contributing as members of the committee and associated contributors. The lists will be seen to represent both the educational practitioner and the member of the university faculty.

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- E. S. Simmonds, Principal, Township High School, Bellflower, Illinois.
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CHAPTER II

ANALYSIS OF THE GENERAL LITERATURE ON EXTRA-CURRICULAR ACTIVITIES

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Present-day attitudes and policies touching extra-curricular activities are reported in this chapter, which is in effect an attempt to capitalize the opinions and experiences reported in a wide array of recent literature appearing for the most part in educational periodicals, but also to some extent as chapters in books on education. The opinions and experiences are those largely of men and women in positions of administrative responsibility in junior, senior, and four-year high schools. There is also a smaller representation of those not in actual control of affairs in secondary schools, although in almost all cases they maintain contact with such schools. It seems to the present writer proper to assume that the literature analyzed is representative of the best recent opinion and practice in the field. The writings used were forty in number, prepared by thirty-eight different authors. They were intentionally general in scope, except that ten dealt specifically with these activities in junior high schools, while the remaining thirty were addressed to the problem in "high" or "secondary" schools. Owing to limitations of space, the bibliography of sources is not given here.

The digest of registered opinion and experience reported here falls under the heads of (1) the values ascribed to extra-curricular activities, (2) obstacles to the achievement of these values, (3) the principles to be followed in organizing and administering the activities, (4) the types of activities found, and (5) description of the plans of organization and details of administration. In the treatment to follow, the first four divisions only are considered, the fifth division being omitted:

THE VALUES ASCRIBED TO EXTRA-CURRICULAR ACTIVITIES

The civic-social-moral values claimed: The values it is claimed will accrue to the student-participant in extra-curricular activities are wide in scope. For purposes of facilitating presentation and

discussion, those claimed three times or more (See Figure 1) may be thought of as separated into two groups. In the former (Items 1-11) may be placed those values rather unequivocally falling under a civic-social-moral aim broadly conceived. All but a single one of the thirty-eight different authors represented (in forty writings) mention training in *some civic-social-moral* quality or relationship (Item 1). Among the types of statement recurring most frequently under this broad heading are "socialization" (2), training for social coöperation (3), actual experience in group life (4), training for citizenship in a democracy (6), training for leadership (7), and an improved disciplinary situation and better school spirit (11). Because of great variation in modes of statement encountered during the analysis of the literature, it was found impossible to arrive at classifications of these values that would not overlap. But, whatever the classification adopted, there is ample evidence that much is expected of these extra-curricular activities in preparation for group life.

Other values claimed: But the values posited are much wider in scope than civic-social-moral. They range, to mention several only, through training for recreational and esthetic participation (Item 12 in Figure 1), health (13), vocational preparation (14), intellectual development (16), recognition of interests and ambitions of students (18), exploration of new fields of activity for guidance purposes (19), improved scholarship through motivation (20), constructive influence on methods and content of instruction (21), recognition of the nature of the adolescent (22), and an improved relationship between school and community (24).

Relation to aims and functions of secondary education: Among the thoughts that first come to mind as one considers the nature and scope of values claimed for these activities is the striking degree of their coincidence with any comprehensive formulation of the aims and functions of secondary education. The wide variety of claims classified as civic-social-moral is easily identified with the civic-social aim often proposed. Other values are readily identified with the aims of training for recreational and esthetic participation, training for physical efficiency, and vocational training. Functions, in the sense of proximate purposes facilitating achievement of these four aims, are likewise represented. Achieving a demo-

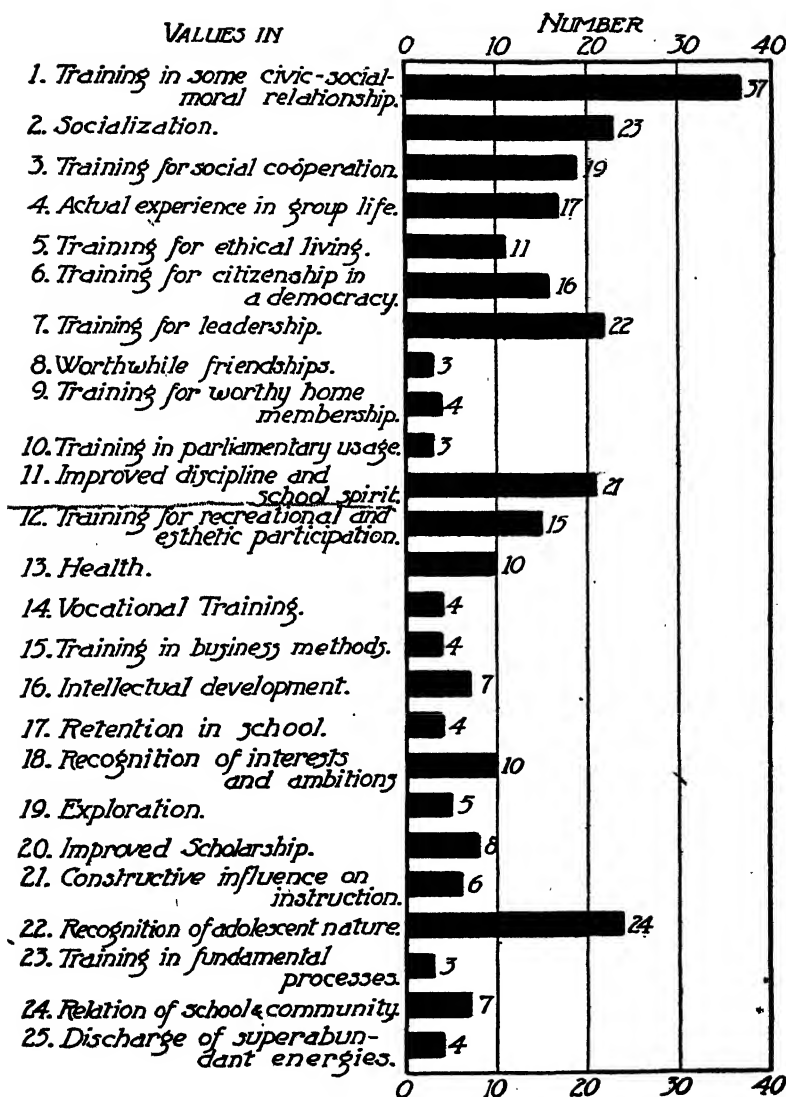


FIG. 1. NUMBER OF WRITERS RECOGNIZING EACH VALUE IN EXTRA-CURRICULAR ACTIVITIES

(Values mentioned three or more times in forty writings.)

cratic secondary school is represented by "retention in school," recognition of individual differences by "recognition of interests and ambitions," and exploration and guidance by "exploration." Two further functions, recognition of adolescent nature and training in the fundamental processes, have identical counterparts in the analysis of claims.

The approach to coincidence noted should not be surprising; it is nothing less than logical and natural. Not only should the more formal agency of the school, the curriculum, be moulded toward achieving these goals; this requirement should be placed no less upon the less formal agencies as represented in the extra-curricular activities. All the agencies of education should aim at common ends. This acknowledgment does not hold these activities to an obligation of contributing to the achievement of each of the aims and functions of secondary education in the same proportions as does the curriculum. There will be variation in this respect, just as there must be differing contributions by different subjects to achieving the several aims and functions. The acknowledgment is, however, an admission of the legitimacy of the extra-curricular activities that calls for administering them in such a way that the values claimed may be achieved.

II. OBSTACLES TO ACHIEVING THE VALUES CLAIMED

Some who, like most of the writers represented in a composite way in the materials here reported, are in close touch with the actual operations of student activities will hold the opinion that these writers are somewhat over-sanguine in the matter of the values claimed. They will want to point to certain hindrances or obstacles to achieving these values, at least as these activities are often carried on. They will call attention to instances in which these activities may, instead of being of constructive value, turn out to be detrimental to the achievement of the aims of the school. The analysis being reported, however, disclosed a frequent awareness of these obstacles. Those most commonly recurring in the literature may be grouped as shown in Figure 2.

Illustrative of the specific obstacles which have been classified in seven of these nine groups are: in Group 1, individual students participate too little or too much; in Group 2, secret societies

and cliques have sometimes developed; in 3, teachers are unwilling to sponsor the activities, are unconvinced of their value, or attempt to dominate these activities in supervising just as they are accustomed to dominate in course work; in 4, the activities are too costly, or there is waste of, and inadequate accounting for funds; in 5, outside interests, like those of spectators or alumni, sometimes

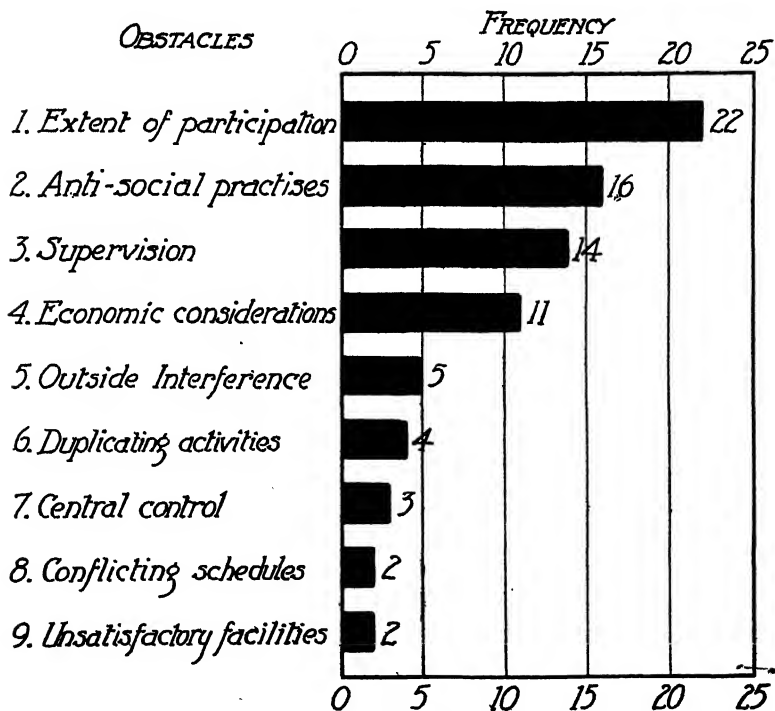


FIG. 2. FREQUENCY OF MENTION OF CERTAIN GROUPS OF OBSTACLES TO ACHIEVING VALUES IN EXTRA-CURRICULAR ACTIVITIES
(Obstacles mentioned twice or oftener)

demand anti-educational lines of emphasis; and in 7, there is lack of centralized policy and control. The significance of the remaining groups is apparent without illustration.

There is no gainsaying that this is a formidable array of hindrances—one the overcoming of which demands no mean order of constructive ability and effort.

III. THE PRINCIPLES OF ORGANIZATION, ADMINISTRATION, AND SUPERVISION

The motive and source of the principles: In view of the wide scope of values ascribed to extra-curricular activities and of the obstacles to their achievement as just summarized, it is only natural that the writers represented would to some extent endeavor to point out the road which would avoid the latter and at the same time attain the former. This is sometimes done in the literature by proposing "rules" to be followed, sometimes by admonitions concerning practices to be avoided or to be encouraged, and sometimes in other ways. It was not difficult to extract from these rules and admonitions what are here designated as *principles* of organizing, administering, and supervising the activities. If not always explicit in the writings, they were clearly implicit in what is recommended. These principles, certainly those recurring most frequently (as shown in Figure 3), merit serious consideration by those having to do with extra-curricular activities in secondary schools, especially as they have a good deal of experiential support.

Principles relating to centralization of organization and administration: The principles have been grouped under four main classifications, those having to do (I) with centralization of organization and administration, (II) with supervision, (III) with the scope of activities and extent of participation, and (IV) with other administrative problems. Four principles placed in the first group were stated or implied by at least three of the writers. It is recommended (Item 1) that all activities be definitely under school direction and control, rather than that they proceed under a *laissez faire* policy, and (2) that, in accordance with this first principle, there must be some plan of centralization and unification. Essentially conjoined to these principles are the recommendations that there be (3) authoritative sanction by the principal or other central agency for all new organizations and activities instituted and (4) veto powers by the principal on all actions of organizations. It is sometimes pointed out that the conduct and spirit of the organization can be such as seldom to require resort to the prerogative just referred to.

Principles relating to supervision of allied activities: A large number of writers urge (5) that supervision be provided for *all* activities. (6) This supervision should be in the nature of guid-

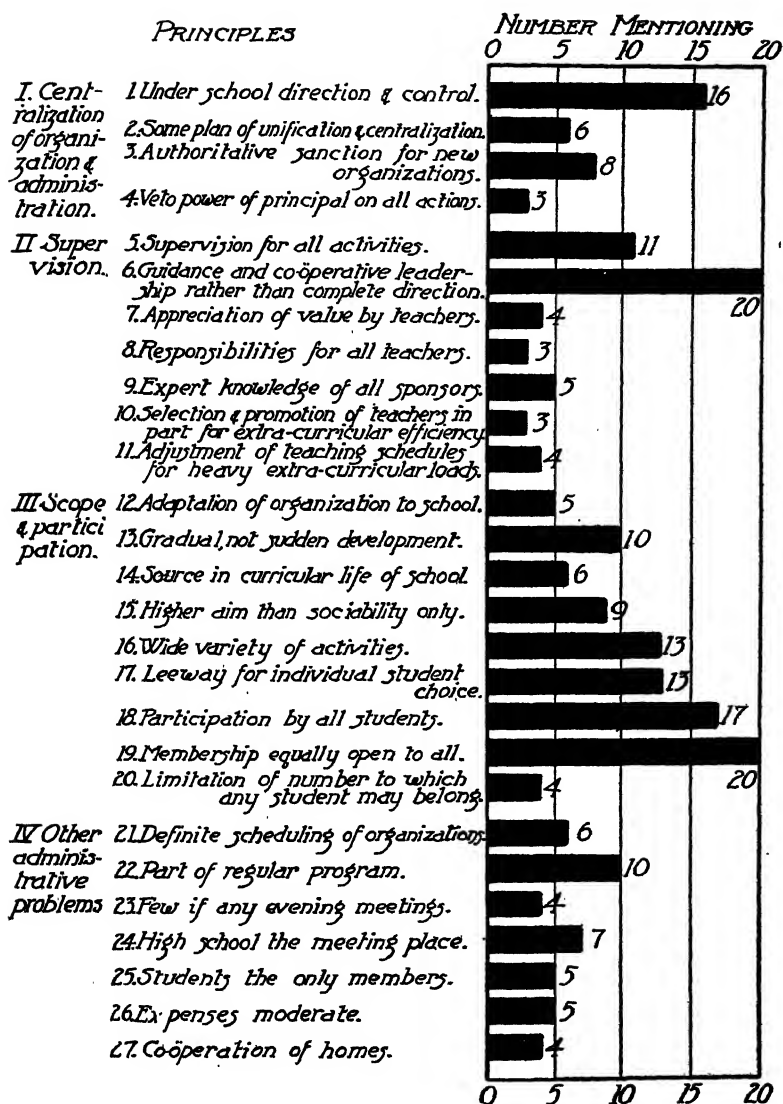


FIG. 3. NUMBER OF SOURCES RECOGNIZING EACH PRINCIPLE TO BE OBSERVED IN ORGANIZING, ADMINISTERING, AND SUPERVISING EXTRA-CURRICULAR ACTIVITIES (Principles recognized three or more times in the sources)

ance and coöperative leadership rather than the complete direction and domination by the teacher characteristic of the usual instructional procedures. The relation of the observance of this principle, which is proposed with notable frequency, to the achievement of several important values, such as training for leadership, for citizenship in a democracy, etc., should be apparent without explanation. It is pointed out (7) that efforts should be made to secure an appreciation of the value of these activities by all members of the teaching staff. Some go even farther, urging (8) that all teachers should have responsibilities in the way of extra-curricular sponsorship. (9) Special acquaintance on the part of the sponsor with the field represented is insisted upon by certain writers, some of them mentioning the desirability of having members of the staff sponsor activities in fields related to their teaching subjects. The term "expert" is actually not often used and although some special knowledge is essential, expertness may perhaps be too high a requirement to be universally applied. Sequential to the two principles last referred to are the recommendations (10) that selection and promotion of teachers be in part on the basis of efficiency in directing these activities, and (11) that there be adjustment of teaching schedules for teachers carrying heavy extra-curricular burdens.

Principles relating to the scope of the activities and the extent of participation: The recommendations in this group are larger in number than for any other group, and they are assuredly no less important. The first one emphasizes (12) the desirability of adapting the organization and activities to the particular school and to the students enrolled. This is clearly an admonition against taking over in some school, without consideration of adaptability to local needs, the plan operative in another school, or some proposed 'standard' organization of activities. Closely related to this principle is the one urging for any local situation (13) gradual rather than sudden development. It is recommended, further, (14) that as far as possible the activities take rise in the curricular life of the school and be developed in association with them. As far as possible, likewise, (15) activities having no higher purpose than mere sociability should be discouraged, especially since sociability will be an inevitable accompaniment of all efficient organizations and activities having other aims, either announced or implicit. A larger proportion of the writers would insist on (16) a wide va-

riety of activities, as well as (17) leeway for individual choice of activities by the student. The scope and plan of operation should be such as to (18) encourage participation by all students, (19) with membership in all organizations equally open to all. Probably few, if any, of the writers represented would carry the last requirement so far as to preclude some separate organizations for boys or girls, or to preclude honorary societies admission to which would be conditioned upon levels of scholarship unattainable to students of mediocre ability. They are, however, concerned to the extent of insisting upon democracy of membership and participation. Some of the writers proposing this principle point out that it is violated where high-school fraternities, sororities, and other secret organizations are permitted to exist. (20) In order to prevent the evils of over-participation, certain of the writers recommend placing an upper limit on the number of organizations to which any student may belong.

Other principles of extra-curricular administration: Some writers urge (21) that meetings of all organizations be definitely scheduled. This will help in avoiding conflicts and will also aid in putting the activities on a constructive basis. A greater number would (22) make the activities a part of the regular program. Usually this refers to a period at the end of the school day, but some would go farther and give them a place in the heart of the school day. This practice is more often proposed for the junior than for the senior high school. Partly to prevent outside interference and partly for other reasons, it is urged (23) that evening sessions be kept to as small a number as possible, (24) that the school building should be the place of meeting, and (25) that the only active members (except in some instances members of the faculty) should be those regularly enrolled as students. Primarily to encourage universal participation, but also to prevent a waste of funds, (26) expenses of allied activities should be kept low. Finally, (27) coöperation of the homes is to be sought.

Curricular versus extra-curricular: Some of these principles lend support more definitely than do others to a policy of legitimation of extra-curricular activities to such an extent, in fact, that the attitude taken toward these activities resembles that taken toward subjects or courses now in the curriculum. Among such principles are those urging special knowledge in the field on the part of the sponsor, urging the selection and promotion of teachers

to some extent on the basis of efficiency in supervising the activities, proposing adjustment of the teaching load in instances where the burden of supervision of these activities is heavy, having the source of the activities in the curriculum, definitely scheduling them as a part of the regular program making the high school the usual meeting place, and admitting only students to membership. Closely associated with such legitimation is the wide array of values already seen to have been claimed—an array wide enough to approach identity with the entire gamut of aims and functions of the secondary school.

The tendency toward legitimation in the minds of the authors represented raises the whole question of whether the activities should not become a part of course work, rather than to be set apart for separate administration and supervision. There are those who would prefer to see the activities incorporated in the curriculum, and there is something to be said in behalf of such a procedure. There is, simultaneously, the danger that, in administering a separate program of extra-curricular activities, we shall be unintentionally removing from the courses of the school all or most of those activities in which students tend to engage spontaneously, leaving for course work only the more formal and less stimulating types of activity, to secure the performance of which some measure of coercion must be used. However, it may be questioned whether there is not need for some leeway for student activity which should not or cannot be curricularized. Certainly, with present traditions among our teachers as to method and content, and in our communities as to what should go forward as course work, it will be long before complete curricularization can be accomplished. In the meantime we shall need to proceed with as close an alliance as possible between curricular and extra-curricular, keeping in mind the aims attainable and the principles to be followed.

IV. CLASSES AND TYPES OF ACTIVITIES AND ORGANIZATIONS

Classes and types of activities and organizations: Having presented the results of analysis of values claimed, obstacles encountered to achieving the values and the principles of organization, administration, and supervision of extra-curricular activities, this chapter will close with a presentation of the organizations mentioned by the writers represented. Student activities and organizations are known to include a wide variety of classes and

types, so wide in fact as at many points to baffle efforts at classification. Something of the range of interest represented may be seen in Figure 4, which presents a distribution of *classes* of activities named in the forty references analyzed. Other investigators might easily have arrived at a somewhat different grouping, but the classification presented in Figure 4 is at least suggestive. The numbers represent the frequency with which each class and the interests included under it were mentioned in the literature analyzed. The total number of activities encountered in the forty references was 848, making an average of more than 20 per reference. This is a large average, especially if one bears in mind that few of the writers set out to provide anything like a complete list. The lengths of the bars show something of the relative prominence the various classes of interests have in the minds of the writers and in practice in the schools.

This method of classification cannot disclose the *types* of organization represented in secondary schools. These also range widely, from small informal groups scarcely organized, through committees, teams, staffs, clubs, and societies to larger and more ramifying organizations such as athletic associations, student councils, and student-body organizations.

The interests and organizations represented: The larger groupings so far reported do not show sufficiently the extremely wide variety of interests represented. In the total of 848 activities encountered during the canvass there were 231 more or less different sorts. In the list below, drawn from this total, are 145 mentioned twice or oftener. The list as presented does not include 86 activities and organizations mentioned once only. Of these, the following are illustrative: *Literary*—Kipling club, Shakespeare club, Poetry club; *Forensic*—interscholastic and interclass debates; *Historical*—city history clubs; *Scientific*—Zoölogy club, Physics club, Gas Engine club, Engineering club, Inventors' club; *Musical*—double mixed quartet, operetta, banjo club; *Arts and Crafts*—art collectors' club, commercial art club, landscape gardening club; *Industrial*—repair club, school equipment club, mechanical drawing club, prevocational club, printers' club; *Home Economics*—canning club, camp cookery club, dressmaking club; *Commercial*—stenographic club, advertising club; *Physical and Athletic*—girls' outdoor sports club, boating club, cross country runs, volley ball, bicycle club, interclass contests, seasonal games club; *Civic-Social*

—current events club, cosmopolitan club, buildings and grounds committee, mixers.

The numerical frequencies following the names of the interests are those in the entire body of forty sources. They are not separated, as are the data in Figure 5, by junior high school and other

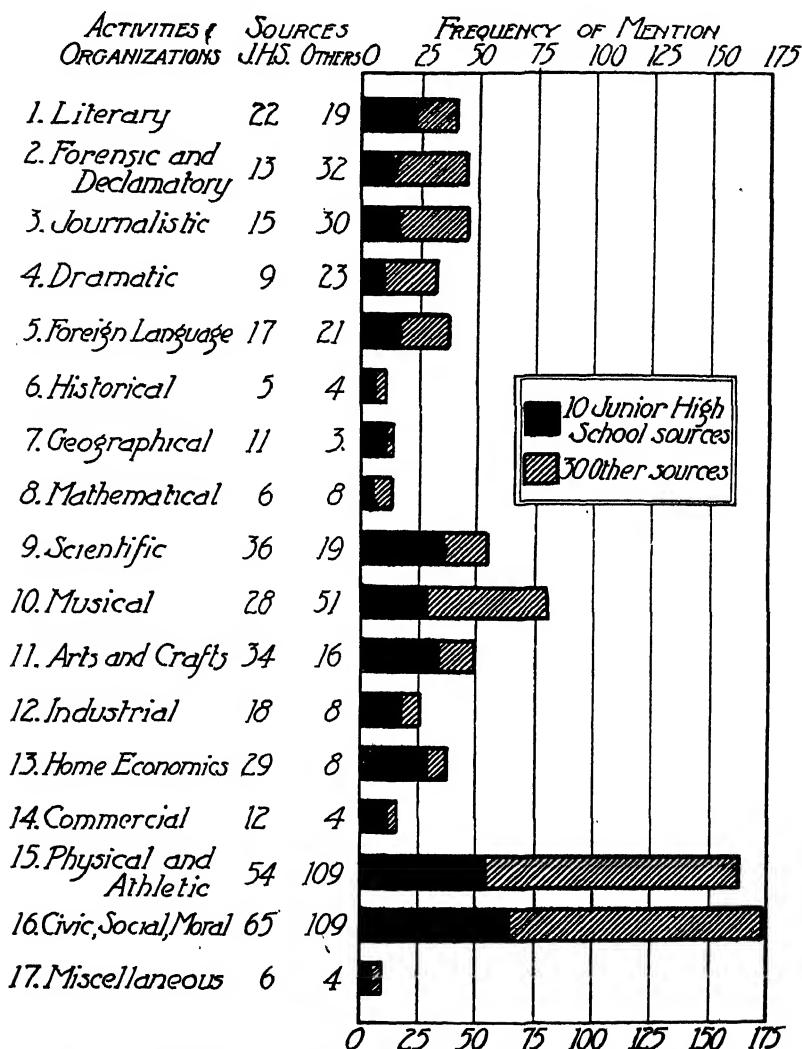


FIG. 4. FREQUENCY OF MENTION OF CERTAIN CLASSES OF EXTRA-CURRICULAR ACTIVITIES.

sources, although some value might accrue from such a separation. An examination of the list will show that some activities are more appropriate for junior-high-school years, others more appropriate for senior-high-school years, and still others suitable for both portions of the period of secondary education. The list which follows includes few, if any, activities not actually in existence in some school; it should prove helpful and suggestive to those responsible for the development of an educative program of extra-curricular activities.

Literary

English clubs, 3
Literary societies, 16
Library clubs, 3
Booklovers clubs, 2
Reading clubs, 2
Mythology clubs, 2
Short story clubs, 6

Forensic and Declamatory

Debate, 7
Debating societies, 19
Discussion clubs, 3
Oratory clubs, 4
Story-telling clubs, 2
Declamation clubs, 4
Public speaking clubs, 3

Journalistic

Journalism or publications, 3
Editorial staffs, 3
Writers' clubs, 6
Press associations or clubs, 8
School papers, 13
Magazines, 4
Annals, 8

Dramatic

Dramatics, 9
Dramatic clubs, 13
Plays, 6
Class plays, 3
Motion picture or scenario clubs, 2

Foreign Language

French clubs, 14
Spanish clubs, 8
German clubs, 8
Latin clubs, 7

Historical

History clubs, 6

Geographical

Geography clubs, 2
Excursion clubs, 2
Travel clubs, 6
Stamp clubs, 4

Mathematical

Mathematics clubs, 9
Arithmetic clubs, 2
Puzzle clubs, 2

Scientific

Science clubs, 11
Biology clubs, 2
Botany clubs, 3
Nature study clubs, 5
Bird clubs, 4
Wildflower clubs, 3
Chemistry clubs, 4
Electrical clubs, 3
Astronomy clubs, 2
Radio clubs, 4
Wireless clubs, 5

Musical

Musical organizations, 6
Chorus, 6
Choral clubs, 4
Glee clubs, 6
Boys' glee clubs, 8
Girls' glee clubs, 8
Orchestras, 19
Bands, 6
Mandolin clubs, 2
Instrumental clubs, 3

Music clubs, 2
Music appreciation clubs, 2

Arts and Crafts

Art clubs, 6
Sketch clubs, 7
Poster clubs, 2
Cartoon clubs, 3
Illustrators' clubs, 2
Camera clubs, 11
Handicraft clubs, 3
Basketry clubs, 2
Pottery clubs, 2
Gift clubs, 4

Industrial

Industrial arts clubs, 3
Aircraft clubs, 4
Agricultural clubs, 2
Gardening clubs, 5

Home Economics

Home economics clubs, 4
Cooking clubs, 2
Luncheon activities, 3
Sewing clubs, 2
Millinery clubs, 3
Needlecraft clubs, 2
Crochet clubs, 2
Embroidery clubs, 4
Knitting clubs, 2
Laundry clubs, 2
Home nursing clubs, 2

Commercial

Commercial clubs, 7
Typewriting clubs, 2
Penmanship clubs, 2

Physical and Athletic

"Athletics," 18
Athletic associations, 9
Boys' athletic associations, 4
Girls' athletic associations, 7
Athletic councils, 2
Athletic honor societies, 2
Football teams, 13
Soccer teams, 3
Basketball teams, 14
Baseball teams, 11
Track teams, 14

Hockey teams, 3
Tennis associations, 4
Swimming contests, 7
Wrestling contests, 2
Boxing matches, 2
Archery clubs, 2
Hiking clubs, 3
Gymnastic clubs, 3
Military clubs and activities, 3
Dances, 15
Dancing clubs, 2
Folk-dancing clubs, 2
First-aid clubs, 3

Civic-Social-Moral

Civics clubs, 10
Guidance clubs, 2
Thrift clubs, 3
Parliamentary law clubs, 3
Junior Red Cross, 4
Social service clubs, 11
School patrol, 2
Home-room clubs, 2
Class organizations, 14
"Houses," 2
Informal social affairs, 2
Banquets, spreads, suppers, 5
Assemblies, 13
General organizations, 8
Student councils, 20
Boys' clubs, 3
Girls' clubs, 5
"Social" clubs, 4
Honor societies, 9
Leaders' clubs, 4
Bible-study clubs, 2
Sunday school classes or clubs, 2
Y. M. C. A., 3
Y. W. C. A., 2
Hi Y, 3
Boys' welfare clubs, 4
Girls' welfare clubs, 6
Boy Scouts, 3
Girl Scouts, 3
Campfire Girls, 2

Miscellaneous

Checkers clubs, 3
Chess clubs, 6

CHAPTER III

GENERAL SURVEY OF PRACTICES: JUNIOR HIGH SCHOOLS

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THE PROGRAM

The growing demand for training in the practical arts of citizenship has had the effect of increasing the interest of school people in the so-called 'extra-curricular activities' as a means to that end. Within the last few years progressive junior high schools have worked out programs of activities of this type and the administrative arrangements necessary to give them effect. The experimentation is varied and is taking place in a number of communities large enough to warrant the attempt to give a systematic account of what has been done. With this object in view an investigation was planned and data were collected during the closing months of the academic year which ended in 1924. The space which is available for this chapter will not permit a complete description of the outcomes of this study nor an extended discussion of their significance.¹ The intention is, rather, to present data concerning the main topics, together with brief interpretations of their meaning.

THE COÖPERATING SCHOOLS

When the study was being planned, it was decided to limit the list of coöperating schools to public schools in cities and to include, for the most part, schools of greater than average size. The schools first selected were those whose principals or teachers were contributing to the literature of the junior school or were known to be studying their problems in a careful way. The inquiry was concerned with pupil organizations and administrative arrangements which had actually been put into effect. Question blanks were mailed to almost 200 schools and usable replies were received

¹ A complete account of the investigation will be published elsewhere in the near future.

in time for tabulation from 82 schools.² The blanks were addressed to the principals, in most cases were filled in by them, and the evidence is abundant that painstaking care was exercised in preparing the replies. The schools were classified (see Table I) as small, medium, or large, according as their enrollment was less than 500, 500 but less than 1000, or more than 1000, respectively. Eight schools omitted information as to size. The three groups are represented by practically equal numbers of schools. The average schools of the small, medium, and large groups enroll 308, 718, and 1419 pupils, respectively. The average enrollment of the entire list of schools is 825, which is more than twice as large as the average "separately organized" junior school as reported in a bulletin of the United States Bureau of Education in 1924. Forty schools,

TABLE I.—DESCRIPTION OF COÖPERATING SCHOOLS

SCHOOLS	ENROLLMENT			Number of Schools Not Giving Enrollment	All Schools
	<i>Small</i> (Less than 500)	<i>Medium</i> (500-999)	<i>Large</i> (1000 or more)		
Number of.....	25	25	24	8	82
Average enrollment.....	308	718	1419	8	825
Range of enrollment.....	120-450	500-900	1000-3500	8	120-3500
Separate principal and building.....	8	17	15	.....	40
Neither separate principal nor building	10	5	9	.....	24
Separate principal only.....	3	0	0	4	7
Separate building only.....	2	3	0	6	11

or almost 50 percent of the entire list, enjoy the advantages of a separate principal and a separate building. Only 24, or less than one third, had neither.³ From the geographical standpoint the schools were well distributed, with the exception that fewer replies

² The writer wishes to acknowledge his indebtedness to Dr. F. C. Ayer, Director of Research of the Seattle Public Schools, for his coöperation in preparing the question blanks and mailing them from his office. Acknowledgment is due also to Principal George Austin and Miss Barbara Wafer of the Interlake School, Seattle, for their work in preliminary tabulation of the data.

³ For a more extended discussion of the advantages to junior high schools of separate buildings and separate supervision, see "Providing adequate housing accommodations for the junior high school." *Sch. Rev.* 32: Jan., 1924, pp. 13-26.

were received from the South than from other sections of the country. When all of these facts as to size and method of selection are viewed in perspective, it is apparent that the schools which assisted in this inquiry constitute a superior group, so that the practices in extra-curricular activities described in the following pages represent those that prevail in the better-than-average junior high school.

PROGRAMS OF ACTIVITIES

Number of Organizations: The number of pupil organizations which are found in a school affords a significant basis for judgment as to the extent of recognition which has been accorded the extra-curricular activities in that school. Furthermore, on this basis one can form an opinion as to how much opportunity is available to the pupils to gain the experiences of membership and of official responsibility as well as to how great a chance the average boy or girl has of finding an activity which is appropriate to his individual personality. Other things being equal, the larger the number of organizations, the greater is the pupil's opportunity in these directions. The average number of organizations in the small-sized schools was 10; in the medium-sized 17; and in the large schools, 20. The number of organizations increases regularly with increase in size of school. The increase from the medium to the large size group is by no means so great as that from the small to the medium size. Although the average number of pupils belonging to an organization in the large schools is probably greater and each organization may carry on a more varied program of work in such schools, it is possible that the large schools have not formed as many organizations as their enrollments would warrant. This inference appears more plausible in the light of the upper limits of the ranges in each of the size groups. In the small size group the most extensive program of activities includes 29 organizations; in the medium group the limit is 34, and in the large size group, 38 organizations. It is immediately apparent that great differences exist with regard to the number of organizations which principals have considered desirable. The average figure in each of the groups, however, may be used as a conservative standard by principals who desire to form an opinion as to how many organizations

may be chartered without encountering the difficulties of over-expansion.

Different Kinds of Activities: Although it is difficult to find a satisfactory basis for classifying the numerous and varied organizations which express the free interest of pupils in modern schools, it is possible to define several general categories which describe distinctly different kinds of activities. Such a list of categories is presented in Table II. Practically 80 percent of the entire number of activities that were found in the 82 schools are classifiable under the first four categories. Decidedly greater numbers of organizations are formed to carry on the athletic interests of pupils of this age than to carry on any other interests save those of the classroom. Substantial efforts are being made by practically all schools to exercise these athletic interests by means of organized teams and athletic associations. Musical organizations stand next in popularity; more than one fifth of all clubs are based on this interest. The next most common kind of club is that which is intended to promote the written or spoken use of the English language in some special way. The school paper, dramatics, debating, and similar activities which come under this category represent interest of the more intellectual kind. In many cases an organization of this type will not enroll a large number of members. It is significant, however, that these clubs appear in frequencies which are sufficient to prove that work of this kind is appropriate to pupils of the early adolescent years. The next most common organization is that which is described as the "all-school." Class organizations, student associations, honor societies, and boys' and girls' clubs are grouped under this heading. Their clienteles may include almost any pupil in the school, and ordinarily they represent the school as a whole and engage in activities which affect directly the entire school. In these organizations pupils are encouraged to take the broad all-school point of view. Ample scope is afforded for the exercise of social and political ability in important and genuine situations. Contemporary American society stands in great need of larger numbers of persons who have had training of this kind and who are prepared to guide and direct the almost unlimited range of voluntary and official organizations which abound in adult life. One hundred forty such organizations were reported by the 82

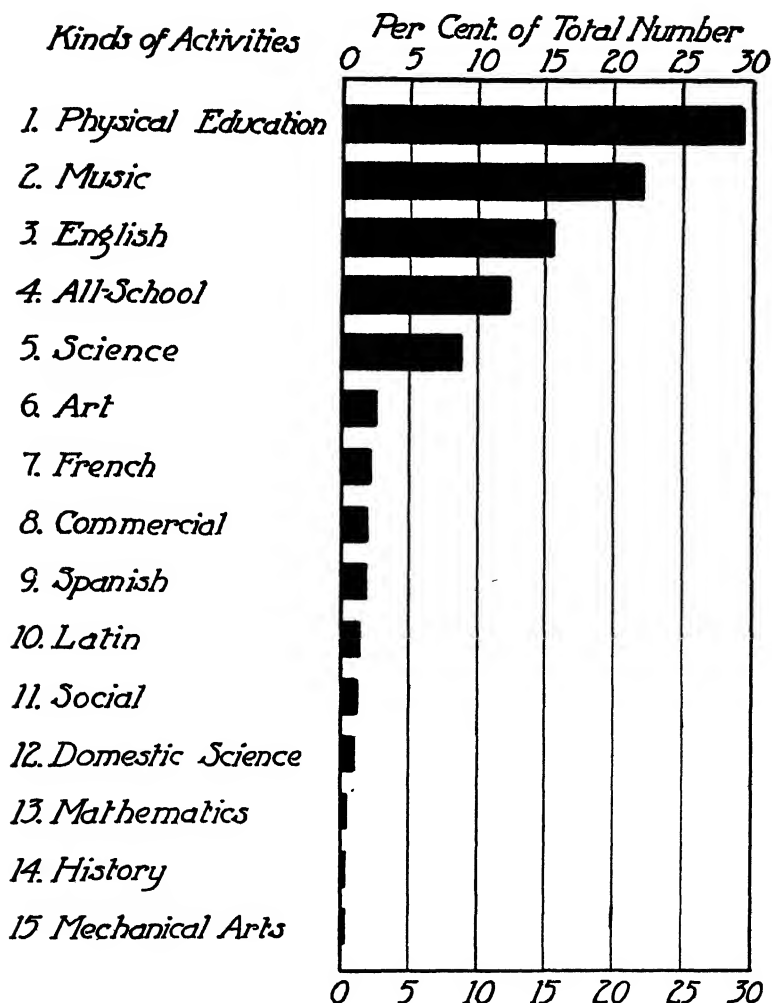


FIG. 1.—PERCENTAGE DISTRIBUTION OF DIFFERENT KINDS OF ACTIVITIES

enter the new school. The class organizations, in turn, may be developed in such a way as to prepare the entire school for the introduction of the student association, with its superior opportunities for giving pupils experience with the 'large-group' point of view and practice. At the present time, however, the great majority of reorganized schools have not seen fit to introduce the students' association. The failure of football to find a place in the list of most common organizations is significant. Practically all high schools have football teams. They are found in fewer than 40 percent of the junior schools, however, and the implication is that doubt exists in many quarters as to the appropriateness of this sport for pupils of this age.

Fourteen activities appear in from 25 to 49 percent of the schools, that is, in our second group. They include the athletic association, football, volley ball, and the operetta. The English activities are dramatic and debating clubs. The all-school kind of work appears in the students' association and girls' club. The remaining activities of this frequency are of the special subject-matter kind and include radio, science, civic, art, French, and commercial clubs. The position of the athletic association is similar to that of football; if the lead of the traditional high school were followed, it would be decidedly more popular. Its limitations lie in the narrowness of its interest and its tendency to demand for this interest too large a share of the school's energies. All-school organizations usually operate to cover the athletic interests in a more balanced way, and, it appears, many junior schools are using them for this as well as for other purposes. Several of the activities in this list may be described as alternates for other activities in the same group and in the first group. A school that had an orchestra, glee club, and chorus might get along very well without the operetta unless its enrollment were very large. And, similarly, a school which had chartered class organizations and a students' association might well dispense with the athletic association and the girls' club. Other alternative activities might be pointed out. Under these circumstances, one may safely conclude that each of the activities that appears in the second group has won substantial recognition at the hands of the new school and should be given serious consideration for a place in any carefully worked out program of activities.

In the last group are listed 24 activities which were found in fewer than one fourth of the schools. The list in order of frequency is as follows: band, the Spanish, hiking, and boys' clubs, school annual, Latin club, concert, declamation contest, the short story, tennis, domestic science, and camera clubs, the honor society, and the botany, social, English, hygiene, mathematics, hockey, stamp, history, mechanical arts, and zoölogy clubs. No activity was included in the general list unless it was reported by two or more schools. The limitations of space will not permit an extended discussion of the activities of this group. Some of them, such as the social club and honor athletics society, may appear on this list because they are not considered appropriate for junior schools. Others, such as the Spanish, Latin, and zoölogy clubs, are likely to be found in schools where these special subjects are taught by highly trained and specialized teachers. They are found, for the most part, in schools which enroll more than 1000 pupils. The average size of school was calculated for 15 of the 24 activities selected at random and the smallest average was 718 pupils. It is clear, none the less, that each of these activities is the subject of experimentation in two or more progressive schools. They, therefore, constitute a list of high suggestive value to educational workers who are attempting to outline well-rounded programs of activities for their schools. Although the list may prove more helpful to the authorities of large schools, there are no obvious grounds for concluding that these activities are unsuitable for smaller schools if competent faculty advisors are to be had.

Large and Small Programs of Activities: In an earlier paragraph it was pointed out that the extent of the activities varies widely from school to school. The significance of this situation may be set forth by a description of three programs of activities which differ greatly in extent, despite the fact that the schools in which they are found enroll approximately the same number of pupils. School A (See Table III) enrolls 700 pupils in Grades 7, 8, and 9 and has six pupil organizations. School B is similar in respect to size and grades included, but presents an offering of 18 different activities. In School C, 750 pupils are enrolled in Grades 7 and 8, but 34 activities have been organized. The rudimentary program of School A includes at least one activity of each of the five

main kinds. The class organizations, which are the most elementary of their kind, are the sole representatives of the all-school group. If only one activity of the English group were to be organized, it would perhaps best be the school paper. The only free outlet for the athletic interests of 700 boys and girls is the track work, and there is only one club to represent the great possibilities of the departmental group. Two conjectures may be made in an effort to account for this meager offering. The school may be cautiously making its first attempts to provide a suitable offering. On the other hand, the faculty may have no respect for work of this kind and may have been forced by student and community pressure unwillingly to organize a few activities. In either event, at the present time the children of this school are obtaining a pitifully small range of opportunity for experience in organized group life.

TABLE III.—DIFFERENCES IN EXTENT OF THE ACTIVITIES PROGRAM IN THREE SCHOOLS OF THE SAME SIZE

School	KINDS OF ACTIVITIES					Total Number of
	All-School	Musical	English	Athletic	Departmental	
A 700 Pupils in Grades 7, 8, 9	Class Organizations	Orchestra Glee Club	School Paper	Track	Civics Club	6
B 700 Pupils in Grades 7, 8, 9	Student Association Boys' Club Girls' Club	Orchestra Glee Club Operetta Concert Club Chorus Club	School Paper Annual Dramatic Club	Track, Athletic Ass'n, Basketball Baseball Football Hiking Club	Camera Club	18
C 750 Pupils in Grades 7, 8		Violin Club	School Paper Dramatic Debating Story Hour Book Lovers Elocution Current Events Scrap Book	Track, Athletic Ass'n Basketball Baseball Girl Scouts Boy Scouts Keeping Fit Club	Civics, Better Citizens, Historical Places, Travel, Stamp, Camera, Museum, Wireless, Latin, Brush and Pencil, Crochet, Embroidery, Knitting, Goodies, Sunshine Social Hour and Toy Makers Clubs	34

The situation in School B testifies to a widely different conception on the part of the faculty with respect to the educational value of extra-curricular activities. Each of the first four kinds of activities, including the comparatively difficult and all-school groups, is represented by three or more organizations. The departmental group only is seriously neglected. With this exception, the offering may be described as substantial and symmetrical. The outstanding features of the offering of School C are the extensive lists of clubs in English, athletic, and departmental groups. One is surprised at the small number of musical clubs and, unfortunately, not a single activity of the all-school kind is found. Even though no ninth-grade pupils are available for the higher offices of the latter kind of activities, it would be possible at least to form educationally useful class organizations.

TIME FOR MEETINGS OF ACTIVITIES

In recent years proposals to introduce new bodies of subject-matter are always met with vigorous complaints that the pupil's daily time schedule is already filled to the point of overcrowding. Under these circumstances the assignment of a place on the time schedule to any type of instruction is one of the school's most convincing indorsements of the educational value of that type of training. Three different kinds of provisions for meeting periods were reported by the coöperating schools. Each provision carries with it a correspondingly different amount of recognition of extra-curricular activities. (1) Twenty-six schools, or approximately 30 percent of the entire number, arrange for the meetings of practically all organizations, except the athletic teams, during the regular school day. The number of assigned periods per week varies from one to five. In some cases the periods were described as of 40 or 45 minutes duration or as having the same length as regular periods. In several instances the activities period was the last one of the school day; in another case it occurred from 12:20 to 12:50. These comparatively liberal time provisions for extra-curricular activities were made almost altogether by medium and large sized schools. Only five small schools reported this plan. The assignment of periods during the regular school day for the work of pupil organizations breaks down one of the most significant

differences between curricular and extra-curricular activities and gives some ground for the prediction that the distinction may ultimately disappear entirely.

(2) The second type of provision for hours of meeting finds time for some organizations during the regular schedule day and allows other organizations to meet after school. In these cases the organizations which meet before the adjournment of school were those that are attended by all pupils, such as athletic associations or class organizations, or else those that meet frequently for concentrated practice periods, such as the musical or dramatic clubs. Organizations of the latter kind bear close resemblance to the regular classes, and it would appear that this plan deliberately intends to give more recognition to activities of this kind than to those which are forced to shift for themselves without aid from the schedule and thus to meet after school hours. In schools where this arrangement prevails, there is no effective intention that every pupil should obtain the benefits of experience in organized group life, and those pupils who can not remain after school are at an obvious disadvantage.

(3) The comments which are made immediately above apply with greater force to that group of schools in which practically all meetings of pupil organizations must be held after the last class has adjourned. More than 50 percent of the entire number of schools fall in this group. Decidedly more small schools than large follow this plan, though extensive as well as meager offerings are reported by these schools. Notwithstanding this fact, it is clear that the administrative arrangements have not been planned effectively in terms of the needs of all pupils and that as a consequence many pupils are practically barred from the benefits of training of this type.

THE HOME-ROOM ORGANIZATION

The home-room group is the primary social unit of the elementary school. During the six or eight years of membership in these organizations graduates of the lower schools have accumulated a large amount of social experience and skill in the conduct of group affairs. The opportunity of the junior high school is to continue the social training of its wards where the elementary

school leaves off. In the junior high school the home-room organization, or some other organized group of a similar nature, can carry on within itself a wide range of valuable social activities and can serve effectively as the primary political and social unit of the school. The number of periods per day which the pupils spend with home-room teachers is a significant indication of the extent to which junior schools are realizing these advantages. The facts are presented in Table IV. In a considerable proportion of schools only one period per day is spent in the home room. In this case the home room may sometimes be only a minor factor in the group life of the school, and the situation is strikingly similar to that which prevails in the traditional high school. In a second large number of schools as many as two periods are spent with the home room teacher. Under these circumstances, especially if one of the periods is devoted to a consideration of the problems of the room, this group may more easily be made an effective medium of social experience. In a third set of schools the groups are together for three or four periods. In these cases, unless one of the periods is of brief duration and devoted to other than regular class work, the

TABLE IV.—AMOUNT OF TIME SPENT WITH TEACHER OF HOME ROOM.

Grade	Number of Periods per Day				Total Number of Schools Reporting
	One*	Two	Three	Four	
Seventh.....	17	23	6	8	54
Eighth.....	23	21	8	4	56
Ninth.....	23	12	7	2	42

* "One" means as many as one, but less than two, etc.

situation is more nearly like that of the elementary school and may serve to prevent the pupils from getting as much of the broader type of social experience as is desirable for pupils of this age. A glance at the lowest row of figures in the table shows that ninth-grade pupils spend fewer periods in the home room than do pupils of the seventh and eighth grades.

The functions of the home room were described as receiving notices from, and electing representatives to, the central governing organizations, serving as a centre for discussion of school activities and problems of pupils, and facilitating the conduct of other school enterprises.

THE TEACHER ADVISOR

Selection of Advisors: The teacher advisor is the most important single factor in the successful operation of any pupil organization. Great significance, therefore, attaches to the plans which are designed to make available to each group of pupils the services of that teacher who is best fitted to supervise the activity work of that particular group of pupils. It was felt that significant information on this question could be obtained from an array of data that would show what teachers had been selected as advisors for the more than 1000 organizations which were reported in this investigation. The activities were classified under the 15 kinds which appear in the first column of Table V and the advisors were classified according to their main fields of work in the school.

The fact which stands out most strikingly is that advisors are selected almost altogether on the basis of their field of teaching activity. Seventy per cent of the physical education activities are advised by teachers of physical education. A few scattering activities of this kind were supervised by teachers of Spanish and history, by principals, by non-school authorities, and by pupils. Definite information was lacking for 20 percent of the activities. Much smaller percentages of exceptions occur in the case of musical activities than in the former case. The situation is similar for all kinds of activities, except the all-school and the social: the former are supervised by teachers of physical education, English, and history or by principals, and the latter by teachers of the same subjects and of music as well. Principals appear to be most interested in direct contact with the popular athletic and the influential all-school organizations. The small number of pupils who were reported as advisors of all-school and athletic activities were probably presidents of student associations and captains of teams. Many explanations and interpretations might be made of these facts. Only one outstanding feature, however, will be emphasized—the fact that all of the junior-high-school fields of instruction offer interests about which alert teachers can organize pupil activities. Teacher-training institutions and the officers who select teachers for junior schools should exercise their respective functions in such a way as to enable the schools to be manned by teachers who

are able to develop the extra-curricular side of their subject matter interests. The value of careful attention to this side of the teacher's work is especially imperative in case of the physical education, music, English, and science teachers who, together, supervise more than a majority of all pupil organizations.

CHAPTER IV

GENERAL SURVEY OF PRACTICES: FOUR-YEAR AND SENIOR HIGH SCHOOLS

JOSEPH G. MASTERS
Principal, Central High School, Omaha, Nebraska

Object and Sources of Information: The study reported below was undertaken to determine just how and when activities are organized in four-year high schools and senior high schools. Further inquiry was also made as to methods of organization, administration, and supervision of extra-curricular activities in these schools. As a basis for this study, 200 copies of a blank of inquiry were sent to representative high schools throughout the United States. A total of 89 replies was received, 77 from the four-year high schools and 12 from the three-year senior high schools. A survey of the answers received requires that the following preliminary statements be made concerning the mode of presenting the digest of responses: (1) The inquiries were answered only in part; some answered a certain group of questions, others answered other groups of questions. This will mean that the totals given throughout this survey will number far less than the number of replies received. (2) There is no material difference in organization, administration, and supervision between the four-year high schools and the three-year senior high schools. For this reason no comparison is made of these two types of institutions.

Procedure in Organizing Activities: General results showed that the great majority of high schools organize activities "at any time needed." Only 14 replied "in September only." Forty schools begin these organizations when requested by students, 7 upon initiative of the faculty, and five upon that of the principal. It was generally understood, however, that "request of students" was to include anyone in the high school. In the majority of cases plans or constitutions for new organizations are submitted to the principal and very often the name of sponsor or sponsors to control the

organization suggested. In most cases approval by the principal is required. In three high schools it is necessary to get the approval of the student council. There are three other schools in which the approval of the superintendent or the board of education is necessary.

Control and Sponsorship: In the matter of administration, general control in 44 cases is directly lodged in the principal, in seven cases in the assistant principal or dean of girls, in six cases in special board or committee (generally appointed by the principal). In only a few cases was this special board selected by the faculty and students. In 34 cases sponsors were appointed directly by the principal. In practically no case was the sponsor elected or selected without approval. It appears also that there are not many schools in which activities are controlled by a committee, for only ten give this method of supervision. In almost all cases sponsors are appointed directly by the principal after nomination by the organization itself. In the case of a few activities the control is directly within or by the department. This applies chiefly to musical organizations and departmental clubs. In only a very few schools are sponsors elected by the faculty. There are a few schools which permit the activities to elect their own sponsors and proceed without the approval of either principal or committee. Thirty schools favor appointment of sponsors by the principal, while only three would say that the sponsor should be elected outright by the pupils concerned in the activity itself.

Attitudes of Sponsors: Eighty schools stated that sponsors were generally willing to take on responsibilities, while eight replied that their sponsors had only a slight relationship with the organization. In reply to the query whether all teachers in the high school were expected to act as sponsors, 44 answered in the affirmative and 45 in the negative. In stating reasons for not requiring all to act, 16 replied that not all teachers are suited to the work and 13 said there were "not enough activities to go round." Of those answering in the affirmative, seven claimed that sponsoring was a good type of training for teachers.

Remuneration for Sponsorship: The majority of schools do not give additional pay to sponsors. Of the 89 schools above mentioned, 18 allow additional compensation for athletic coaches, five for music,

four for dramatics, three for senior class, two for debate, one each for the following: senior play, student council, annual, band, honor societies. Thirty schools favor allowing such compensation, while 38 oppose the plan. When asked what methods were used to encourage teachers to act as sponsors, 20 schools replied that it was a part of a teacher's assignment, 16 that teachers were willing to undertake this work, seven that it helped out in school spirit, five that time is allowed for sponsoring and two that it enlarged the teacher's influence, while nine schools give special publicity to sponsors. In answer to the question about employing outside sponsors, 58 schools replied that no outside sponsors at all are employed. In the few cases in which sponsors outside of the high school act, it is generally the case of the Hi-Y, Girls' Reserve, or Scouts. Only one school employs an 'outside' athletic coach.

Control of Participation: One of the largest problems in connection with activities seems to be that of regulating, limiting, or controlling participation in these activities. It has been the writer's belief for a good many years that the definite limiting or controlling of participation accomplishes a great deal of good. His opinions, gained from experience, as to the value of control may be summarized as follows:

1. It prevents a student from over-loading with more activities than he can carry.

2. Regulation distributes activities among a large number of students and therefore can be recognized as a distinctly democratic measure.

3. By a sliding scale, such as a point system, the brighter students and those who work harder are able to participate in a larger number of activities without detriment to their work.

4. Regulation and control with the sliding scale offers a powerful incentive to students to keep up their work in order that they may participate in more activities.

When attention is directed to the methods of controlling or regulating participation in the schools represented, 22 report having a point system; 7, a plan of majors and minors; 5, a plan involving the granting of credit; 9 or 10 other schools require a certain standing before students may participate at all. Thirty-six schools have no plan of regulation. A large number of schools feel

the need of limiting participation, but have as yet worked out no system of control. This statement is sustained clearly in the fact that 46 schools replied that they find it wise to limit participation, while only 13 opposed the plan. In all, 25 schools favor regulating the extent of participation directly by the quality of grades earned, while 15 schools would do nothing in this direction. To the question as to the officer who administers the method of regulation, replies were as follows: the principal, 7; sponsors, 4; a committee, 3; the assistant principal, 2, etc.

It is clear, then, that high-school authorities have pretty generally reached the conclusion that activities should be regulated. A number of high schools which started with a major and minor plan or with certain rules regarding grades have shifted to the point system, and believe this the best possible way for evaluating and checking activities. An illustrative plan is that in use in the Omaha Central High School, which has followed the point system for a number of years. It is the writer's belief that the entire faculty and the majority of the students believe the plan to be a good one. The plan used is submitted herewith:

OMAHA CENTRAL HIGH SCHOOL

RULES FOR THE POINT SYSTEM FOR ACTIVITIES

Revised to March, 1925

- I. Seniors:
 1. Fully accredited having A and B grades the previous semester and in current work—maximum 30 points per semester.
 2. Having one or more "C's" the previous semester or in current work—maximum 18 points per semester.
 3. Having one or more "D's" the previous semester or in current work*—maximum 10 points per semester.
- II. Students other than seniors:
 1. Having A and B grades the previous semester and in current work—maximum 20 points per semester.
 2. Having one or more "C's" the previous semester or in current work—maximum 12 points per semester.
 3. Having one or more "D's" the previous semester or in current work—maximum 6 points per semester.
- III. No student may carry more than one activity in the 9 or 10 class.
- IV. Students to be eligible for maximum points must have been enrolled in three full subjects the previous semester in school.
- V. When a student engaged in any activity is down in his work at the end of any month, he is to give up the activity temporarily and be given a month in which to bring up his grade. If the grade is not brought up by the end of the month, he is to drop the activity permanently.

*A subject dropped when failing is rated a "D".

SCHEDULE OF ACTIVITIES IN POINTS

(Public performance, 1—8, to be estimated by teacher in charge)

10	9	8	
Lieutenant Colonel; Major First Battalion; Major Second Battalion; Pres. Senior Class; Pres. Student Assn.; Managing Editor of Weekly Register; Editor of O-Book; Bus. Manager of O-Book; Captain Football; Captain Basketball; Bus. Manager of Weekly Register.	Captains; Pres. Senior Orchestra; Captain Track; Capt. Baseball.	First Lieut.; Committee Chairmen pub. performances; The following positions on Weekly Register Staff: City Ed., Sport Ed., Edit. Writer, Copy Reader, Circulation Mgr., Ass't. Bus. Mgr., Reportorial Staff, Staff secretaries; Bus. Mgr. athletics; School Debate Team; Pres. Student Control; Pres. Speaker's Bureau; Captain Swimming Team.	
7	6	5	
Second Lieutenant; Senior class officers other than president; Junior class President; Chairmen sub-committees of public performances, including properties costumes, electrician, stage, etc.; Radio Announcer.	Sergeants; other officers of Student Association; Chairmen of depts. of O-Book, including Editor, Bus. Manager, Typist; Athletic First Squads; Pres. Junior Orchestra; Sec'y Speaker's Bureau; Swimming Squad; January class officers.	Other members weekly Register Staff (Ad. Solicitors etc.); All other class officers; Debate Squads; Debate Class Team; Stage Crew; Property Crew; Student Control; Assistant Radio Announcer.	
4	3	2	1
Corporals; Other members O-Book Staff; Officers of school clubs and societies.	Athletic Squad; Athletic Class Team; Chairman Senior Committee; Members Central Committee.	Ass't. to Sub- committee public performances; Make-up class; Tennis; Golf; Chess Tournament.	Members of school clubs and societies other than depart- mental clubs; Member of senior committees; Glee Club and Orch. Appearances; Road Show.

The William Penn High School for Girls, Philadelphia, has an excellent plan which is given in detail as follows:

(The maximum number of points that can be carried during any one term by any girl is 25.)

Student Association Board

President	18
Vice-President	15
Secretary	15
Representatives	10
Book Representatives	5
Student Aids	5
Alternates	2
Lunch Room Aids	4
School Supplies	3
Corridor Aids	4
Secretary of Book	2
Locker Aids	4
Editor in Chief of Broadcaster	15

11-B Class

President	18
Vice-President	15
Secretary	12
Chairman of any committee	5
Members of any committee	3

Record Committee

Chairman	18
Committee members	10
Business Manager	15

Senior Dance Committee

Chairman	15
Committee members	5
Major parts in play	5
Minor parts in play	3

English Club

President	15
Secretary	5
Treasurer	5
Chairman Entertainment	3
Chairman Membership	3
Chairman any committee	3
Member any committee	1
Club Members	1

11-A Class

Chairman of Class	10
Chairman of any committee	5
Member of any committee	3

11-B Class

Chairman Ring Committee	10
Member Ring Committee	5
Chairman other committee	5
Member other committee	3

11-A Class

Chairman any committee	5
Member any committee	3

A. A. Board

President	18
Secretary	10
Representatives	8
A. A. Captains	5
Manager of teams	3
Members of teams	2

"Torch" Staff

Editor	18
1st Lit. Editor	15
2d Lit. Editor	10
1st School Notes Editor	12
2nd School Notes Editor	10
1st Business Editor	15
2d Business Editor	10
Art Editor	12
Sports Editor	8
Alumni Editor	8
Torch Representative	5

Dancing Club

President	5
Secretary	3
Treasurer	3

Owl Club

President	15
Secretary	5
Treasurer	5
Debaters	8
Members	1

Social Service

President	15
Vice-President	3
Secretary	5
Treasurer	5
Club members	1

Science Club

(Junior and Senior)	
President	10
Secretary	3
Treasurer	3
Club members	1

Music Club

Secretary	10
Librarian	3
Current Events Editor.....	8
Historian	3
Accompanist	5
Members	1
Accompanist for Assembly.....	5

Foreign Language

President	10
Vice-President	3
Secretary	5
Major parts in plays.....	5
Minor parts in plays.....	3
Club members	1
Chairman any committee.....	5
Member any committee.....	3

Skating Club

Manager	4
Treasurer	2
Club members	1
<hr/>	
Class Stunts	1

Chamber of Commerce

President	10
Secretary	5
Treasurer	3
Club Members	1

Hiking Club

President	7
Secretary	5
Treasurer	3

Art Club

(Junior and Senior)	
President	10
Vice-President	5
Secretary	10
Members	3

Band of Mercy

President	10
Vice-President	5
Secretary	5
Members	1

Honor Society

President	10
Vice-President	6
Secretary	8
Treasurer	8
Members	2

Garden Club

President	10
Vice-President	5
Secretary	5
Member	3

Homecon Club

President	10
Vice-President	5
Secretary	5
Member	1

Speeches from Platform

Speeches from platform in any other capacity than as officer of recognized activity	3
-------------------------------------------------------------------------------------------------	---

A student failing in six hours of work cannot participate in any of the above.

In a very few high schools a given number of activities (usually small) is actually required of each student per semester. The point system is applied in determining the amount. It seems from answers, that point values for activities shift from time to time.

As a means of checking the number of activities for each student many high schools use an *activities card*. Two samples of these are shown here in abbreviated form. As far as could be determined from the blank of inquiry, grades were generally taken

reporting, 22 give honor points for participation; 54 award school letters; 50 have pins; 46 give publicity; 29 have dinners; and 49 make recognition of achievement in their assemblies. In addition to these methods many high schools have both the National Honor Society and local honor societies which stimulate students to get into activities.

Membership Open to All: In all of the activities of the school it seems that membership is, wherever possible, open to every student on an equal basis. Twenty-nine schools make no restriction. The other schools have replied that limitation applies only to musical organizations, honor societies, and other organizations in which special qualities or specific abilities are demanded.

Time and Place of Meeting: Forty-eight schools hold activities outside of school hours, a few of them in the morning, but by far the larger proportion after school each day. Twenty-nine schools have placed their activities in a special period of the day. Only a very few schools have activities during the evening. Seventeen have some type of activity during the noon hour. Seventeen schools limit the amount of participation as to time, while nine seem to have no check on this. In practically every case activities are now conducted on school property; indeed, 64 schools replied that activities are never conducted elsewhere. Activities not on school property are generally Hi-Y, Girl Reserves, swimming, tennis, hockey, and the like.

Chief Problems: There were many varieties of replies to the question as to the chief problems in connection with the organization and administration of activities. Frequencies in these problems are indicated as follows: securing good sponsors, 14; getting students into activities, 7; providing worthwhile programs, 6; in too many organizations, 6; outside clubs and fraternities, 5; time to hold activities, 3. Other problems mentioned once each are: lack of sympathy on part of faculty, adjustment of credits, getting good spirit in organization, financial support, keeping activity democratic, avoiding too many social affairs and events, students having to leave school too early, controlling of dancing, beginning on time, and supervision.

Conclusions from the General Survey: From this general survey it is clear that high-school activities are launched at almost any time during the year, that the initiative may be taken by either students or faculty, that it is imperative for an organization to have a sponsor or sponsors, and that sponsors are nearly always appointed or approved directly by the principal or his immediate representative (such as assistant principal, dean, or activities officer). In few cases are there large boards or committees for the control of activities. Organizations controlled by a department, are generally such as arise immediately out of the work of that department. The plan of paying sponsors has not come into common practice, although some schools pay one or two special teachers when the work is exacting and heavy. Many schools regard the work of the sponsors as a part of a teacher's regular duty. High schools have found through unfortunate experience that it is unwise to have outside individuals acting as sponsors. A large majority of high schools believe that the amount of participation in activities should be limited and controlled in a specific way. The amount of this control is often conditioned by a sliding scale permitting those students who keep up with their work and make high grades to participate in the larger number of activities. The point system of control seems to be coming rapidly into vogue. Few high schools as yet actually require students to enroll in an activity. The larger number of schools recognize these activities in a substantial way, but few have plans for leading all students directly into active participation. The plan of putting activities into the daily schedule is growing. This plan insures a definite time and greater possibilities of participation and lessens greatly the amount of time consumed.

While many high schools of the country have recognized the need and value of extra-curricular activities in the development of boys and girls, it is clear from the questionnaire that this great field is yet in its beginning, that many high-school faculties have not yet really awakened to the opportunity of building into boys and girls that quality of character and development which comes by the larger participation in the responsibilities of the school.

EXAMPLES OF CENTRALIZED CONTROL IN STUDENT ACTIVITIES

Mount Vernon High School, Mount Vernon, New York

This high school has a general organization for centralizing activities. Membership in the organization is open to all students and faculty members on equal terms and nearly all avail themselves of this opportunity. The organization is supervised by a board of directors appointed directly by the principal. Under this organization is an executive council composed of the officers of the association, together with twelve councilors and two members of the directorate. Of the twelve councilors, five are teachers and seven are students. Five of the seven students must be juniors or seniors. To facilitate the activity work of the association, there are seven standing committees as follows: Boys' Athletics, Girls' Athletics, General School Interests, School Publications, Literary Organizations, Art Supervision, and Musical Organizations. The general organization has one treasurer who keeps all funds with a separate account for each activity. At the end of the year, all funds left over revert to the treasury itself. Each committee, however, through the year tries to accumulate sufficient funds to 'break even.' Committees and sub-organizations wishing to spend an unusual amount of money for an improvement within the school must first have the sanction of the executive council. The executive council meets twice each month to pass upon the advisability of excess expenditures. In making application each committee or organization must state the exact purpose for which funds are to be used. Since there is a surplus of funds each year, the school has found it possible with this surplus to encourage and help with a large number of worth while plans. Organizations and activities which do not have sufficient funds to maintain themselves are thus developed and carried on each year. These are such organizations and plans as the National Honor Society, pictures for the school, stage properties for the auditorium, memorial tablet, tennis courts, adequate athletic field, scholarship honor roll, motion picture machine, decoration of building, and development of the student loan fund. It will thus be seen that such a general organization with specific committees furnishes an adequate and careful check upon the expenditures of funds and the sometimes over-enthusiastic ambitions of an organization; at the same time it secures and accu-

mulates funds with which the general board may encourage and carry on a large number of other activities vital to the school.

Omaha Central High School, Omaha, Nebraska

In this institution there are a number of general organizations or boards for the control and management of given types of activities. The Board of Control, having a membership of seven, composed largely of the various athletic and debate coaches, coöperates in part with the Board of Publication in what is known as a Student Association ticket, good for all athletic games, debates, declamatory contests, and the weekly paper. This Board of Control, appointed by the principal, continues with about the same personnel from year to year and takes up the active management of all affairs pertaining to boys' athletics and debate. The Board of Publication, consisting of the three principals and sponsors connected with the various publications, has general responsibility in connection with the weekly paper, the annual, the handbook, etc. The sponsor or director for each of these publications works immediately and directly under this Board going forward with the major responsibility in all of the work. An Activities Committee keeps a careful record on an activities card of the actual participation by the students of the school, furnishes this information to all sponsors, checks grades of students from time to time to determine the maximal possibility of participation and informs sponsors of any pupil who has too many activities. The Mass-Meeting and the Home-room Committees furnish the machinery for coöperating with other activities in putting on mass-meetings from time to time. The Home-room Committee makes careful supervision of the activities going on in the home rooms and helps carry out the plans with regard to the yearly calendar. The Speakers Bureau is an organization sponsored and trained by the Expression Department; its seventy-five members are trained for effective and ready speaking and may be called upon at any time to furnish speakers for the home rooms, for mass meetings, for public gatherings, for campaigns, and in fact all other school affairs. Musical organizations are for the most part sponsored and controlled by members of that department. The high school has four organizations which come easily under the type of work ordinarily accom-

plished by a Student Council. The first of these is the Student Control, whose general work is to be found in hall and lunch-room supervision and helping with mass meetings and other public gatherings. The Library Monitors, sponsored by the Library, take control of the library registration, seating and behavior during the seven periods of the day and before and after school. The Central Committee is an all-school organization made up of representatives from the various home rooms and has found its work so far in formulating and creating good standards and ideals for the school, developing school spirit, and undertaking needed work for the school wherever found. The Purple Legion is an organization whose particular care is to handle various athletic games and to render help with the mass-meetings and public gatherings. This organization, of some forty to fifty members, works directly with a board of seven faculty members. Some of the most important problems relative to activities are settled in faculty meetings. Other problems less important are usually settled by the All-School Committee, which is really a cabinet acting for the school. This committee and the faculty are now at work upon a plan of financing activities which looks toward the pooling of all funds in the high school. At present, a general fund for emergency use and the use of those activities which do not bring in any revenue is made up of a gross tax of 10 percent upon receipts of all games, shows, plays, etc. Undoubtedly, in the future a larger number of schools will come to have a similar general organization for the administration of activities. With this general organization there will come a plan of pooling all funds, which will be apportioned by a general committee on a budget basis. Care will need to be taken that general organizations be not too elaborate or too formal.

Lincoln High School, Lincoln, Nebraska

This high school has what may be called an extensive Student Council organization, which provides in an excellent way for the coöperation of faculty and students in handling the major problems of the high school. The Council is formed as follows: each of the sixty-seven home rooms elects a member to serve on the home-room representative body. This body selects five of their own number to serve with the principal and two faculty members to nomi-

nate forty-four candidates for the Student Council for the year. After nominations are made, a campaign of education is carried on throughout the school. On election day every student and every faculty member is permitted to vote for twenty-two members out of the forty-four. Twelve of the Council are senior boys and girls; six, junior boys and girls; two, sophomores; and a representative of the school paper and the captain of the athletic team during its season of play. The Council then proceeds to organize by electing officers to hold office for one semester. The Student Council keeps in contact with the entire school through the home-room representative. Anyone may bring school problems to the Student Council for solution. Among accomplishments within the past seven or eight years are the following: soap pumps installed in the lavatories, improvement of street-car service to the building, establishing school color day, providing caps, arm bands, and the like for big events of the year, conducting mass meetings and, perhaps, to be noted most of all, a \$21,000 stadium on the athletic field. This Student Council and the faculty have as their goals the seven objectives of secondary school education. In addition to the Student Council, the high school sponsors a large number of other clubs and organizations open to students on a basis of trial.

INTEGRATING QUALITIES

Already in many high schools the social values of activities are well recognized, in that the high school is now fully accepted as a social institution. It has been made clear to many that extra-curricular activities, properly organized and administered, offer an excellent means of developing that wonderful quality in the high school, which boys and girls call "school spirit." It is clearly recognized by high-school leaders that the quality of loyalty, morale, or *esprit de corps*, is of the greatest possible significance and effectiveness in developing the real unity of the high school. This is owing to the fact that activities make an emotional appeal when properly organized. Only when an idea, or concept, comes to have warmth and meaning, does it really call forth the deepest allegiance of the individual holding it. Students given no opportunity to participate in activities remain comparatively cold and indifferent

and have no great loyalty to the institution in which they find themselves.

Activities as a Part of the Curriculum: Notwithstanding the fact that this value of activities has been recognized clearly by a large number of high schools, many of them have not apprehended clearly as yet the integrating possibilities in the organizing of activities as a real part of the high-school curriculum. In other words, activities have often been organized extraneous to the whole curriculum or to the subjects of the curriculum. It is true that such isolated activities would doubtless be worth all the time and effort required, but they do not thus make the largest contribution toward the development of the unified high school. Attitudes are wrought deep into the nervous system when boys and girls are once led to act out and practice those finer ideals of fair dealing with each other. We cannot destroy or suppress the great primal human emotions and tendencies. We must find good methods of using and organizing these into profitable and helpful activities. Human nature comes to us in a raw and crude state, but potential, dynamic, and always ready for action. Not only should we have plans and methods providing for countless activities, but we must so plan these that they will make the largest possible contribution to the development of the finer qualities in boys and girls on the one hand, and the greatest possible integration of the high school on the other.

Perhaps the following examples, taken from the Omaha Central High School, will best illustrate what is meant by tying up activities and curriculum subjects. Classes in journalism are made up of those students who show good ability in the use of English and unusual interest in any kind of writing. These are put into classes for the one semester. Here not only are they taught the various types of technique necessary in the organization of a school newspaper, but they are also given training and development in the various forms of writing necessary. During this semester each comes to know pretty clearly just the type of work he can best do on the school paper. It thus becomes easy to make the selection of the various members for the staff the following semester. In the same way, the class in advertising prepares students who are to handle the business part of the paper. The actual handling of the

school paper thus emerges from regular curriculum subjects to an activity, and the relation and continuity of the class work and activity are well established. Classes in debate are formed as part of the regular schedule of classes and from these classes (carried on two semesters) are selected the many debaters who make up the all-school team, the second team, and the various class teams. In like manner, the regular curriculum classes are maintained in expression, stage art, stage construction, repertoire, costume designing, and costume construction. As a part of, and out of this curriculum work, come the various shows, plays, pageants, etc., given in and out of the school during the year. Notwithstanding these classes, opportunity is still afforded for an independent try-out to anyone who may wish to try his luck. In the same way, the many musical events grow out of, and are closely connected with, regular classroom instruction in chorus, glee-club singing, classes in harmony, history of music, music appreciation, bands, orchestras, etc. The same relations can be shown for departmental clubs, commercial work, physical training, art work, and in fact, for almost every type of activity known in the school. It will thus be seen that extra-curricular activities motivate study and effort by giving pleasure through action. The old doctrine of interest is met through actual opportunity in playwork groups. Each has an unusual opportunity in building the quality of unity into the school. What otherwise might be a group of individualists, each working in his own direction, thus becomes an integrated, socialized group with the best possible ideals and habits of action.

CHAPTER V

GENERAL SURVEY OF PRACTICES: SIX-YEAR ELEMENTARY SCHOOLS

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SOME GUIDING PRINCIPLES

In organizing and developing the extra-curricular activities of grades one to six, the guiding principles are essentially the same as in the junior or senior high school. There must be the same careful attention to the formation of a public opinion that expresses itself in wholesome school spirit. There is the necessity of recognizing that pupils are really educated by what they do. It must be kept in mind that getting a particular thing done and well done is only a partial success if this accomplishment does not enable the pupils through their own initiative and coöperation to become increasingly self-directive. Pupils participate in some small unit of school government not simply to have good passing in the halls or an interesting, worth-while school assembly, but also to practice with satisfaction to themselves the qualities of the good school citizen. There is an additional idea that should be kept constantly in mind. These activities that are here called 'extra-curricular,' should grow out of the real life of the school. School athletics, clubs, assemblies, entertainments, schemes of pupil participation in school government, should grow out of the regular, creative life of the school. It is a sad comment on regular 'educational' school procedure, if material foreign to the school must be specially worked up to provide a high spot of any school activity.

However, in working with pupils in grades one to six, some ideas need special emphasis. The attention-span of pupils is relatively short. Thus, there will be frequent changes in club membership; there will be fewer standing committees and such as there are, will be for shorter periods; pupil-officers will be elected for shorter periods. One month is probably long enough for any sixth-grade pupil to hold any office. At the same time, if pupils are to be successfully educated in selecting leaders and supporting leaders of their own selection, the pupils must elect their leaders. There will

be preliminary discussion of the qualities desired in a particular position of leadership, but the pupils themselves must make the choice: to do otherwise is to miss the education involved in making intelligent choices. Many teachers and principals are of the opinion that they can make better choices of pupil-leaders than the pupils can. This is probably true in many cases. It is also true that the teachers can add up columns of figures more rapidly and accurately than the pupils, but teachers do not do this work for the pupils. Teachers guide just enough, but not too much. The pupil must make the combinations in addition, to the end that finally he can add the column in the teacher's absence. To act intelligently in the field of selecting leaders is more difficult, but it is learned in the same way—by actually doing it, with just enough help, but not too much.

Some additional points that need special recognition in the elementary grades may be stated briefly. The pupils are interested in "do" rather than in "don't" or "be." The activities must be developed, 'grown on the premises,' rather than forced. The activities must be suited to the interest and abilities of the pupils. These pupils are neither babies, nor young men and young women. Take time to start and develop public opinion before launching an activity. Have all activities in small units. Recognize the necessity of frequent physical activity. Use the imagination—the teacher's and the pupil's imagination. Provide for what the psychologist calls "satisfiers and annoyers" at *frequent* intervals, and remember that at this stage these "satisfiers and annoyers" are largely a matter of feeling. Recognize that officers and committees are not just a means of getting things done, but rather a means of furnishing favorable opportunities for pupils to practice with satisfaction the qualities of the good school citizen.

In making the study necessary to writing this report, many teachers were heard to say: "Oh! I'd rather do it myself than go to all this trouble to have the pupils do it." Probably no teacher of experience will have difficulty in understanding this tired-teacher reaction. Yet two facts may give the teacher courage: the state maintains schools for the education of pupils and pupils are educated by what they, with the teacher's guidance, do and are able to do, rather than by what the teacher does for them. If the pupils

are to grow, the teacher cannot eat their mental beefsteak for them. The variety of pupil activities in the first six grades is large. In the more progressive schools it seems that the line of demarcation between what is curricular and what is extra-curricular is less sharply drawn than in what may be called 'old-line schools.' Yet if a statistical distribution of activities that seem to be at the present time extra-curricular were presented, it would require the space of this whole volume to discuss them. To preserve some reasonable economy of space, the activities that occur most frequently will be grouped under "activities within the classroom," and "activities involving the whole school, including assemblies, newspapers, traffic, clubs, and participation in government."

ACTIVITIES WITHIN THE CLASSROOM

The success or failure of any scheme of pupil activity seems to lie first of all in the success or failure of the small unit of the school represented by the individual class or home room. To enable pupils to share in the direction of this small group, there are numerous activities with an interesting and complex variety of names. In condensing this report much of the spice and charm of the original material must be sacrificed.

Many rooms have a *House-Keeping Committee*, elected by the pupils, whose business it is to see that desks are in order and that waste paper goes into the waste-paper basket, that window shades are properly adjusted, flowers are cared for, pictures and wall decorations are appreciated, that chalk is used for the purposes for which it was intended rather than for extra-mural decoration, that crumbs that might fall from the home-provided luncheon have the proper contact with dust-pan and broom, that wraps and rubbers are arranged for convenient use.

There is often a *Welfare Committee* that specializes in the health of the pupils—mental and physical. If a pupil is 'out-of-sorts' with the world in general and the school in particular, here is need of adjustment. It is curious how often in this phase of school life the teacher's extremity is the Welfare Committee's opportunity. One room for a few weeks gave this group the title of "sneeze-committee," because the committee carried on a campaign for clean handkerchiefs properly used. This committee develops and en-

forces public opinion in regard to having rubbers and wraps worn at the right time. Seemingly, the younger the pupils, the more real satisfaction this committee has in carrying on its work.

It was a matter of some surprise to find so many *Help-Study Committees*. Help-Study Squads in the high school were well known, but here is the same idea in the grades. These Help-Study Committees seem to try to do three things: by coöperation with the Welfare Committee, to help absent pupils keep in touch with class work; to help returned absentees catch up; and to help pupils who are in difficulty with school work, whether because of the work itself or because of inability to understand English.

The whole spirit of some home rooms seems to be helped by a kind of *Social Committee*. In one room the members of this group, chosen for their special fitness for the job, were called the "*Greeting Committee*." It was their business to welcome new pupils and help get them started happily in the class and on the playground, to greet visitors, especially mothers, to help plan things to do in the room at intermissions on rainy days, and to aid in planning and carrying out room parties.

While the Greeting Committee was usually very popular, perhaps the "*Guides*" had a feeling of even more importance. To be a "Guide" is naturally to be a real somebody in one's group. The Chief Guide within the room is a member often of the Traffic Squad and in this capacity helps plan and direct all traffic in the school. In the home-room group, however, the guides are responsible for getting the pupils in the places where they belong, with courtesy and despatch; for getting pupils seated or in line for fire drill; for bringing up the front, the flank, and the rear, in going to assembly or auditorium periods or to the library. Likewise, it is the business of the guides to see that the social behavior of the group in assembly, or in any place outside of the home room, is in accord with the ideals the room has previously discussed and decided upon.

No one group in any particular school did all of the things here enumerated. The picture presented is a composite, rather than an individual one. The variations with respect to this business of guiding are extremely wide. For example, one country school has the "*Cavaliers*." It was their business to see that what they called the "*kids*" did not poke sticks through cracks in the stalls to

torment the horses, that all pupils got on and off their horses safely and in order. In a consolidated school the guides were also a "Bus Committee" to see that pupils got in and out of the school bus safely and that the ideals of the school were maintained by the pupils in the bus while *en route*. In another school this idea of the guides expressed itself in the "Strap-Hangers." This group of leaders, chosen, of course, by the pupils, but with more aid probably than they realized by the teacher, were to see that pupils got on and off the cars safely and that the ideals of the school corridors were preserved in the cars. The idea here was that by discussion in the school, ways of behaving outside had been decided upon and the Strap-Hangers were simply aiding individuals and the group in doing those things that had already been agreed on as being desirable.

Closely related to the idea of the guides is a group, common to many schools, often called the "*Safety Patrol*." This group sees that pupils get safely across the streets near the school. When there is play in the street, they act as "look-outs." In the room they watch to prevent any broken materials or furniture, or behavior that might cause accidents. The word "patrol," perhaps due to the scout influence, is one often used by the pupil groups. For example, there is the "*Bicycle Patrol*." In one school where there was frequent complaint of bicycles being stolen, a bicycle patrol was organized. Result: no more 'stolen' bicycles. Reason: pupils put their bicycles where they belonged when they came to school.

In the matter of forming public opinion, perhaps the "*Bulletin Board Committee*" is as important as any other. It was this committee's business to coöperate with the teacher and all other committees to see that the bulletin board in the room told the story of the achievement of the pupils in the room, of other rooms, of the whole school, and of interesting outside events. In addition, this committee had charge of all advertising within the room. The secretary of the bulletin board was the home-room reporter for the school paper. These bulletin board committees are known by many names, such as "Live Wires," "Broadcasters," "Watch-the-Spot," "Reporters," "Signal Corps," "Quarterbacks," and so on, but all bear the essential idea of bringing interesting information to the group.

One room, at least, has a "*Success Squad*." It is the business of this group to note any improvement in any individual or group or in the whole room. They are not allowed to find fault. If any pupil has raised a "D" in arithmetic last month to a "C" this month, it is their business to note it. If the geranium plant in the window has an extra bloom this week, it is their business to focus the spot-light of approval on the geranium. One teacher maintains that this spirit of looking sincerely for fine things to approve has worked something akin to magic in her room.

Some group is usually necessary to see that the various committees stick to their jobs and carry their work through. This coördinating agency is usually provided for by electing room officers. A president, next to the teacher, is chief executive. It is the president's business to see that everything runs as it should. (A teacher can usually make or break a president. It is the teacher's business to help the president succeed and at the same time not to make him a rubber stamp.) In addition, there is the vice-president, who is business manager, and a secretary, who attends to all matters of record, including attendance. The president, in one case at least, has a cabinet composed of class officers and committee chairmen.

No room that has been studied, preparatory to this report, has all of the committees enumerated here. There is no standardized scheme. There are scores of committees operating under varied and often picturesque names, but the activities carried on seem to fall into some such grouping as has been presented.

TRAFFIC SQUADS

In some schools, even in some senior high schools, teachers still stand outside their doors to see that classes pass properly and that pupils enter and leave the building in an orderly manner. Junior high schools, even more than senior high schools, seem to have solved the traffic problem. In schools with grades one to six there is a marked tendency to arrange that representatives of at least the fourth, fifth, and sixth grades shall organize into a traffic squad with a teacher adviser. Such a group has charge of all traffic in the school corridors. There are now one-way stairs and 'Stop' and 'Go' signs operated by these traffic officers. Plans are worked

out in conference. Of course, the teacher adviser could work out a scheme of traffic, but when it is worked out in conference with pupils, these pupils understand what is finally agreed upon, and this group, consisting of at least one representative from each room, can train the other pupils. The teacher-adviser recognizes that the scheme cannot be set up and left to run itself, but that constant supervision is necessary. The traffic patrol naturally works more successfully in handling corridor traffic if the idea of guides or traffic officers has been put into practice in the home room. The ideas presented here seem to be the chief ones that are advanced by the teachers in the increasing number of schools that have traffic squads.

CLUBS

Clubs, in the sense of the highly organized groups that exist in senior or in junior high schools, are seldom found in the first six grades. However, in grades four, five and six there are many groups that call themselves "clubs." Often these groups, especially among the boys, have thrilling names, and for short periods carry on a particular activity in an organized group that might be called a club. Many boys and some girls who belong to such clubs have been observed and interviewed in order to get the members' attitudes toward the club. These members are usually proud of their club, and intensely interested for short periods. Unless there is great variety of activity, especially physical activity, members often drop out rapidly.

Teachers and pupils frequently see these club activities from different angles. The teachers seem to consider them from five more or less closely related points of view: to explore pupils' interests in worth-while fields of knowledge, to get school work done, to provide wholesome fun, to secure better discipline, to establish desirable habits. Pupils usually say they belong to the club because they "have fun." Pupils want to have fun and more fun; teachers, or some of them at least, try to enable pupils to satisfy this desire for fun through activities that are satisfying to the pupil and that at the same time lead to still more worth-while activities.

Many of these clubs have names that appeal to the pupils' imaginations. One school has a group of boys that are messengers, but in their own minds they are not just messengers, for they are

members of what they call the "Pony Express." Outside of school, with a woman teacher, old in years, young in spirit, they take hikes, play "prisoners' base," and perform deeds of daring and, in their imagination, have hair-breadth escapes. In school they curb their style somewhat, but no message entrusted to this Pony Express was ever intercepted, lost, or delayed. A teacher adviser of a fourth-, fifth-, or sixth-grade club who does not use the imagination is often helpless, hopeless, and presently deserted.

Space does not permit to give the names of these clubs—names with a lift and appeal in them, or to tell of all the kinds of clubs. There are the "Boat Builders" ("Captain Lawrence") and their spring regatta; the "Scrap-Books" (who later take their books to little children in the local hospital); the "Know-Your-Neighborhood Club;" the "Travel Club;" the "Stamp Collectors;" the "Pets Club" (with the afternoon show they gave); the "Crocheting and Knitting Club;" the "Experimenters" (who wanted to know how inventions were made and to make some themselves); "Bird," "Garden" and "Flower" clubs; the "Short Story;" the "Tumbling Club" (known as the "Sawdust Pit"); the "Historic Places Club;" the "Tin Canners" (who make things out of tin cans); the "Engineers" (with their motto, "On time every time"); the "Wolf Cubs;" the "Brownies;" the "Blue Birds;" the "Junior Red Cross;" the "Health Crusaders;" the "Explorers" (sixth-grade pupils who were to find out about entering junior high school and report); and, the Nature Study, the Civic, the Geography, the Reading and Kite Clubs; also, the "Roller-Skaters" and the "Scooters."

With pupils of the ages here considered a club-advisor needs, among other things, to have in mind that a wholesome use of the imagination usually helps, that there must be an immediate, as well as a deferred objective toward which the club is working, and that there should be recognized progressive steps of advancement within the club. Reference has already been made to the use of the imagination in the Pony Express. For an immediate objective, the Boat Builders were making their boats to sail in the spring regatta; the "Doctor Doolittles" were getting ready a program of stories to tell in entertaining another club. The "Roller-Skaters" were organized by a teacher so as to get rid of a noisy nuisance

around the school. The members may have been dimly conscious of this actual aim, but their attention was fixed on a roller-skating, military drill to be carried on in competition with a similar club in another room.

The third point enumerated in the preceding paragraph was that there should be recognized progressive steps of advancement within the club. Within the "Bird Club" those who could identify ten birds were the "sparrows," those who in addition to being able to identify ten birds had build a bird-house in which a bird had nested were the "wrens," those who had passed these two steps and who knew the feeding and nesting habits and song of ten birds were known as the "warblers," and so on up the scale. In a series of recreation clubs, known as the "American Eaglets", in one school,¹ members of the lowest group were known as "Eggs." If an "Egg" had certain information and could perform certain activities, he was declared a "good egg" and hatched into a "Fledgling;" with additional knowledge and performance, he became a "Flyer," first with one wing, then with two wings; and finally, with further progress he could become a "Mighty Hunter," that is, a real "American Eaglet." Perhaps a fourth point should be added, namely, that a club is more apt to succeed on a 'do' than on a 'know' basis. Knowledge is necessary to the doing, but youngsters are more interested, as everyone realizes, in doing something than in just knowing about something.

NEWSPAPERS

Newspapers in the more complete forms that are published by junior and by senior high schools do not exist in the first six grades. Yet the idea is there, together with industrious effort, emotional interest, and some objective results.

One first grade has what it calls a "newspaper." It is true that when the paper was started none of the pupils in the grade could read or write. This is the procedure: pupils who had such items of interest as "John was sick. We are glad he is at school today," "The white rabbit has pink eyes," dictated them to the teacher, who wrote them down, made copies on the hectograph of the dic-

¹ Smith, C. F., and Fretwell, E. K., "Horace Mann Studies in Elementary Education." *Teachers College Record*, 22: Jan., 1921, 12-30.

tated material, and used it as a reading lesson. As soon as a pupil could read the material, he or she was given a copy of the "The First-Grade News" to take home and read to parents or to anyone who would listen.

Many classrooms produce papers full of news interesting to the members of the room. Usually these papers are written in long hand and read by the editor-in-chief, or by the editors of the various departments under the supervision of the editor-in-chief. In most cases known to the writer, the work, write-ups, drawings, advertisements, and jokes, are written by an elected staff with assistance from some additional pupils and advice from everybody.

In a few cases at least, classes have combined to get out a mimeographed paper. The plan followed in some cases develops in about this order: the older pupils want a mimeographed paper for the whole school, some pupils get at a typewriter and learn to type, others learn how to run the mimeograph machine. Result: a mimeographed paper, sometimes weird in appearance, but still a school newspaper, guided by the teachers but produced by the pupils. Measured by the standards of the *Boston Transcript* or the *New York Evening Post*, it isn't much, but measured by pupil interest, effort, and satisfaction, it is a real achievement.

THE ASSEMBLY

The assembly in the first six grades has the same general purposes as set forth briefly for the junior and senior-high-school assembly in another part of this volume. However, it may be repeated here that the assembly is the meeting place of the room or a group of rooms, or more often, of the whole school, to aid in guiding school opinion, and to provide for wholesome enjoyment through worth-while entertainment. While opinion at times may be intelligently formed as a result of direct instruction by pupils, teachers, or the principal, it is *more* often formed by an interesting presentation of the successful achievements of the school. It is necessary for the school as a whole to establish ways that the school does things and to point out ways that the school does not tolerate. These ways of doing things are largely in the field of behavior and are probably most effectively secured by the approval and disapproval of the group.

With this theory in mind, it is the intention here to enumerate some types of assembly programs that have been presented occasionally by adults, but usually by the pupils themselves guided by the teachers. The various committees that exist in the home rooms, such as "Welfare," "Housekeeping," or "Greeting," tell or dramatize what they are doing in particularly successful rooms. The "Traffic Squad," or "Safety Patrol," may explain to the whole school what they are trying to do and why they are trying to do it in certain ways. In some cases they have attempted to demonstrate the right way to act under certain circumstances. The school clubs may present, as they often have presented, some of their best club programs. The work accomplished in many regular classes may be presented as a matter of enjoyment for the whole group and as a means of demonstrating the quality of achievement in the class. Various phases of the school's activity may be brought together, as in the auditorium in a platoon school, to accomplish what probably no class could do alone. A club in one school presented through chosen representatives the favorite poems of the club. Another club during book week presented, by direct telling and by dramatization, the stories of its six favorite books. The members of a "Hobby Club" presented with considerable display and some demonstration, the hobbies of various members. A class that had been on an excursion to a dairy farm explained what they had seen. This same idea of excursion-report was used in another school in giving an account of a trip to the Indian section of the Museum of Natural History. A "Lost and Found Committee" demonstrated in an original play how things were lost, what the committee did in such cases, and how different kinds of pupils coöperated, or failed to coöperate, with the committee. This play was presented as entertainment, rather than a preachment, but it had a point. One room pantomimed Mother Goose rhymes and allowed the assembly to guess the rhymes presented. The "Toymakers" had collected and mended broken toys to be given to children in a hospital at Christmas. When the stage curtain was drawn aside, a Christmas tree with all the toys and dolls was discovered. There was the old toymaker and in inconspicuous places were real children dressed as dolls. One by one, the old toymaker brought them to life, so that the Scotch doll danced, the "toy dog covered with

dust" became a new dog, and so on, until all of them came to life and sang a Christmas carol. The "Thrift Committee" dramatized not only a saving of money and wise spending, but thrift also in the use of time. The "Lunch-Room Committee" dramatized a lunch-room scene, showing how to do and how not to do. The chief trouble was that the "how not to do" furnished more interesting entertainment than "how to do"! Singing in many schools has filled perhaps the happiest assemblies and happiest parts of assemblies. This has been especially true in some schools largely made up of 'foreign' pupils. The best singing that the writer has ever heard by pupils of the first six grades was by Italian children in a school on the Lower East Side in New York City. It was singing, not shouting, but singing with precision, good tone, and a rhythm that was well-nigh irresistible. The "Town-Meeting" type of assembly, in a school where a wholesome spirit already exists, probably will always be one of the most helpful kinds of assembly. Here the school family can talk over intimately its successes and try to find ways of straightening out recognized difficulties.

Assemblies for the first six grades should be in comparatively small auditoriums. Shrieking is out of place, and children's natural speaking voices do not carry well. The assembly must always be interesting. Needless to say, for pupils of this age it must be short, and end on time as well as begin on time.

CHAPTER VI

PUPIL-PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES IN THE HIGH SCHOOLS OF EVERETT AND SEATTLE, WASHINGTON

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INTRODUCTION

Any treatment of the values which are attached to membership in extra-curricular activities on the part of high-school students must take definitely into account the actual extent of the participation. Participation in extra-curricular activities, to a very large degree, has been made a matter of voluntary effort on the part of students, so that the administrative organization of a fine variety of extra-curricular activities does not, in itself, guarantee that all pupils will be properly cared for. On the contrary, it may very well be that a considerable percentage of the pupils are not being reached by the extra-curricular offering and that they complete their school course practically immune to the important socializing influences which are being encountered by a majority of the high-school pupils.

Some of the questions which need to be answered in this connection before giving unqualified sanction to a proposed program of extra-curricular activities are: Do all pupils participate in extra-curricular activities? Do they enter a sufficient number and variety of organizations? Do they enter too many organizations? Do they enter similar organizations outside of the school? What is the effect of participation in home and industrial duties outside of the school upon entrance into extra-curricular school activities within the school? This chapter does not attempt completely to answer the foregoing questions. Its purpose is to present certain data which have been gathered in connection with student participation in extra-curricular activities in several large high schools, and which, by virtue of their objective character, bring into relief certain outstanding facts which need to be considered in connection with the administrative organization of extra-curricular activities in the high school. Two typical studies which bear upon

TABLE I.—STUDENT ORGANIZATIONS IN THE EVERETT HIGH SCHOOL

Name of Organization	Scope of Work	To Whom Open	Credit	Management	Frequency of Meetings
1. Chorus	General music	All	$\frac{1}{4}$ sem . .	Music supervisor . .	Weekly
2. Glee Club . . .	Study of choruses of great composers	All	$\frac{1}{4}$ sem . .	Music supervisor . .	Weekly
3. German Club	Parliamentary	Students of German, 2d, 3d, 4th yrs..	None . .	Student officers, teacher guidance	Monthly
4. Spanish Club	Parliamentary	Students of Spanish	None . .	Student officers, teacher guidance	Monthly
5. French Club .	Parliamentary	Students of French..	None . .	Student officers, teacher guidance	Monthly
6. Science Club	Scientific lectures, programs, new things in the scientific world..	Students of Science	None . .	Student officers, teacher guidance	Monthly
7. Camera Club	Taking pictures, developing, enlarging, etc.	Anyone interested..	None . .	Student officers, teacher guidance	Monthly
8. Botany Club	Social, programs of interest to students of botany	Students of botany..	None . .	Student officers, teacher guidance	Monthly
9. Electrical . . .	Lectures, discussions of practical problems . .	Students of electricity	None . .	Student officers, teacher guidance	Monthly
10. Spatterinc...	Appreciation and writing of short stories .	Limited to 30 students recommended by teacher of English	None . .	Student officers, teacher guidance	Bi-monthly
11. Tsitra (Artist Club)	Appreciation of art . . .	Students of art	None . .	Student officers, teacher guidance	Monthly
12. Service	Development of altruistic ideas	Students who have rendered a distinguished service to the school	None . .	Student officers, teacher guidance	Monthly

TABLE I (continued)

Name of Organization	Scope of Work	To Whom Open	Credit	Management	Frequency of Meetings
13. Sphinx Club	Historical programs, roundtable discussion of recent history	Students of history of 2d, 3d, and 4th years	None...	Student officers, teacher guidance	Monthly
14. Kodak Staff.	Editing and managing of the school paper	Students bestfitted for the work	$\frac{1}{4}$ sem..	Student officers, teacher guidance	Weekly
15. Debate Team	Inter-school debates ..	Selected by try-out	$\frac{1}{4}$ sem..	Teachers.....	When called
16. Philomathean Society	General literary society	Limited to 50 above the 1st year	None...	Teachers.....	Bi-monthly
17. Big "E"....	Social, to develop leadership in athletic interests.....	Students winning athletic emblem	None...	Student officers, teacher guidance	When called
18. Athletic.....	Promulgation of athletics.....	All (dues)	None...	Student officers, teacher guidance	When called
19. Basket Ball Squad....	Inter-class games....	Those who turn-out and make the team	$\frac{1}{4}$ sem..	Teacher (coach)...	When called
20. Plus and Minus Club.	Historical topics, great mathematicians, problems.....	Students of mathematics of 3d and 4th year	None...	Student officers, teacher guidance	Monthly
21. Orchestra...	Music for school activities.....	All.....	$\frac{1}{4}$ sem..	Music supervisor...	Weekly
22. Track Team	Athletic events.....	Those who turn-out and make the team	$\frac{1}{4}$ sem..	Student officers, teacher guidance	When called
23. Junior Red Cross.....	Gause work, moss pads, knitting, garment making, etc.....	All.....	None...	Student officers, teacher guidance	Weekly

this problem will be drawn upon for illustrative data. The first study was made in the Everett, Washington, High School. The second study was made in connection with a group of high schools in Seattle, Washington. The report which follows will be limited to the particular features of these studies which bear upon the item of student participation.

THE EVERETT STUDY

In considering the amount of student participation in extra-curricular activities in the Everett High School disclosed in the following paragraphs, it should be kept in mind that a distinct effort had been made in the Everett High School, prior to the assembling of the present data, to encourage student participation in every kind of worthy coöperative enterprise. The school program had been definitely planned to promote socialized activities. These ranged all the way from spontaneous, coöperative pupil groups of a temporary character to well-organized and carefully trained musical, athletic, and literary clubs of sufficient importance to embody the common spirit and representative talent of the entire high school. The musical organizations, for example, included a general chorus of 250 pupils, a boys' glee club, girls' beginning, intermediate, and advanced glee clubs, a double-mixed quartet, a boys' quartet, and an orchestra. These organizations were encouraged to appear frequently, both in and out of the school. As a special incentive to encourage student participation in certain of these activities, special credit for high-school graduation was given. Moreover, in cases where special credit was not given, participation in the various activities was made a matter of special social recognition.

The general scope of the formally organized extra-curricular activities of the Everett High School is summarized in Table I. This table includes the name of the organization, the scope of the work undertaken, to whom admission is open, the amount of high-school credit, the type of management, and the frequency of meetings. It may be seen from examination of Table I that the 23 organizations embrace a wide variety of interest, including music, language, parliamentary practice, science, photography, literature, art, history, journalism, debate, athletics, mathematics, altruism, and sociability.

Besides the foregoing organizations in the high school, a study was made to determine what social organizations of a similar character outside of the high school were being entered into by students of the high school, since as it was realized in considering the total problem of participation in coöperating groups on the part of any individual student, that what is done outside of the school must be taken into account as well as what is done inside the school. The study included the entire high-school student body of 765 pupils. The names of the organizations outside of the high school, together with the number of the high-school pupils belonging in each, are shown in Table II.

TABLE II.—GENERAL PARTICIPATION IN ORGANIZATIONS OUTSIDE OF THE HIGH SCHOOL BY EVERETT HIGH SCHOOL STUDENTS

<i>Organisation</i>	<i>High-School Members</i>
Church Choir	101
Sunday School	449
Young People's Societies.....	234
Musical	30
Church Organizations	30
Camp Fire Girls.....	26
Boy Scouts	48
Dancing Club	62
Card Club	10
Basket Ball Team.....	33
Y. M. C. A.	34
Y. W. C. A.	21
Rifle Club	24
Canoe Club	1
Miscellaneous Service and Athletic.....	127
Total Membership	1230

Without stopping to consider the question of the various combinations of societies, inside and outside of the high school, to which students belong, or to analyze the distribution with reference to sex, age, or high-school class, at this point let us ask the question: What is the total number of coöperative organizations, both inside and outside the school, to which a high-school pupil ordinarily belongs? This question is answered on the basis of the facts discovered in the Everett study in Table III.

It may be seen from Table III that pupils in the Everett High School varied all the way from 97 pupils who belonged to no societies at all to 5 pupils who belonged to 11 or more societies. It is

not the purpose of the present study to state what is the ideal number of organizations to which a high-school pupil should belong. The facts show that one-half of the Everett pupils were in three or

TABLE III.—DISTRIBUTION OF MEMBERSHIP IN HIGH SCHOOL AND OUTSIDE ORGANIZATIONS AMONG EVERETT HIGH SCHOOL PUPILS

Students Belonging to	Number	Percent of Student Body
0 society	97	12.7
1 society	130	17.0
2 societies	162	21.1
3 societies	108	14.1
4 societies	112	14.6
5 societies	68	8.9
6 to 10 societies.	83	10.9
11 to 15 societies.	5	0.7
	<u>765</u>	<u>100.0</u>

more social organizations. A detailed study of the type of the organizations which attracted the pupils who belonged to one or to two organizations, indicated that these organizations were ordi-

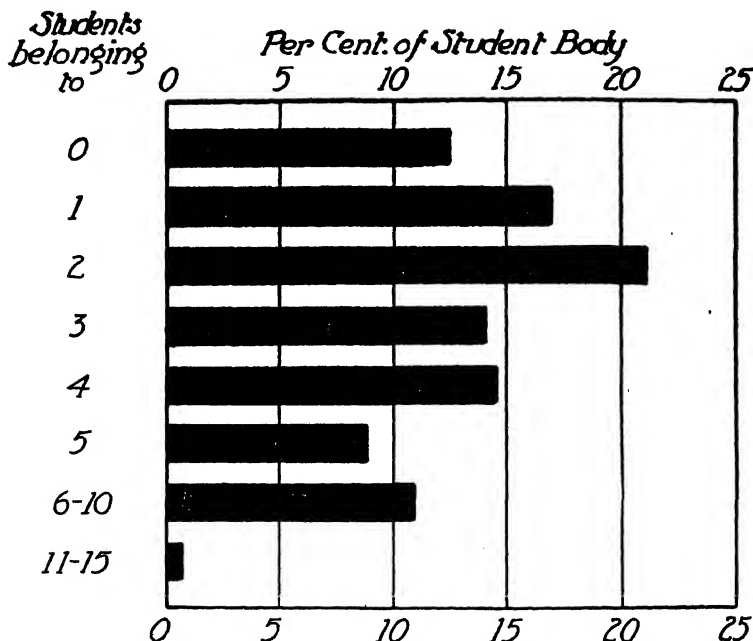


FIG. 1.—PERCENTAGE DISTRIBUTION OF STUDENTS IN THE EVERETT HIGH SCHOOL BELONGING TO THE DIFFERENT NUMBERS OF ORGANIZATIONS

narily of a very general character, and that the Everett students who entered no more than two organizations were, for the most part, receiving but little actual training in coöperative extra-curricular activities. Certainly it is safe to say that the 17 percent who belonged to but one organization and the 13 percent who belonged to no organization, a total of 30 percent, represent a group of high-school pupils who were, to a large extent, socially isolated and were not receiving a desirable amount of training in social coöperation.

A special investigation of 29 pupils belonging to eight or more organizations disclosed the fact that their grades were slightly above the average of the entire group of high-school pupils. This would indicate that frequent participation on the part of high-school pupils is not a serious draw-back to regular school work. On the other hand, it was quite evident that this group represented a selected body with general ability considerably above that of the average pupil. The fact, therefore, that their grades were slightly above the average of the entire high-school group can not by itself be taken to mean that the regular work of the 29 pupils was not affected by heavy participation in student extra-curricular activities.

THE SEATTLE STUDY

A study similar to the Everett investigation was made of seven large high schools in Seattle. For the purpose of the present report, typical tabulations will be taken of representative situations which were brought to light in the total study. The general spread of the coöperative group activities entered into by high-school pupils both under and outside of school control, is well indicated in Table IV, which is based upon data secured from 915 pupils in the West Seattle High School. Space prevents any special comment concerning Table IV, other than to call attention to the wide range of coöperative activities both under and outside of the control of the high school, which are open and attractive to high-school pupils.

The amount of individual participation in extra-curricular activities under school control and in similar group activities outside of the school by high-school students is exhibited in Table V. This table deserves more extended attention. Table V shows the dis-

TABLE IV.—STUDENT PARTICIPATION IN EXTRA-CURRICULAR SCHOOL ORGANIZATIONS AND IN SIMILAR ORGANIZATIONS OUTSIDE OF THE SCHOOL ON THE PART OF 915 PUPILS IN THE WEST SEATTLE, WASHINGTON, HIGH SCHOOL.

SCHOOL ORGANIZATIONS	NUMBER PARTICIPATING					OUTSIDE ORGANIZATIONS	NUMBER PARTICIPATING				
	Fresh.	Soph.	Jr.	Sr.	Total		Fresh.	Soph.	Jr.	Sr.	Total
Honor Society.....	3	11	28	18	60	Church Choir.....	24	13	19	10	66
Declamation.....	3	2	1	5	11	Sunday School Class..	169	114	79	54	416
Spanish Club.....	5	1	4	5	15	Young People's Society	22	16	17	13	68
French Club.....	4	12	13	6	35	Christian Endeavor....	47	38	21	26	132
Science Club.....	2	0	2	0	4	Epworth League.....	9	3	4	3	19
Botany Club.....	1	1	1	0	3	Camp Fire Girls.....	27	28	9	9	73
Zoology Club.....	0	0	0	0	0	Boys', Girls' Club....	47	19	10	5	81
Art Club.....	1	2	0	0	3	Dancing Club.....	26	22	14	13	75
Boys', Girls' Club..	240	108	87	84	519	Card Club.....	2	3	3	7	15
Commercial Club....	0	0	2	0	2	Y. M. C. A.....	9	4	3	1	17
Plays.....	7	5	12	26	50	Y. W. C. A.....	11	12	6	5	34
Concerts.....	2	8	3	4	17	Hi Y.....	1	0	0	0	1
Operettas.....	14	13	12	11	50	Girl Reserves.....	7	5	3	4	19
Debate.....	21	17	19	14	71	Golf Club.....	5	3	3	4	15
Short Story.....	2	0	0	0	2	Swimming Club.....	10	17	17	8	52
Dramatic Club.....	49	2	1	16	68	Boxing Club.....	5	3	3	1	12
Stage Crew.....	3	2	0	7	12	Wrestling Club.....	3	0	1	0	4
Class Organization..	64	20	23	18	125	Chorus.....	7	6	3	5	21
Associated Students..	0	3	7	8	18	Orchestra.....	7	3	8	3	21
Stamp Club.....	1	0	1	0	2	Band.....	4	4	2	0	10
Radio Club.....	5	1	2	3	11	Plays.....	3	10	11	9	33
Honor Athletic.....	3	1	6	14	24	Others.....	0	1	0	0	1
Football.....	25	8	11	17	61	Hiking.....	14	11	5	1	31
Track.....	15	18	3	11	47	Clubs.....	19	17	14	17	67
Basket Ball.....	37	47	27	14	125	Bicycling.....	0	1	0	1	2
Tennis.....	10	13	14	10	47	Baseball.....	10	14	7	7	38
Baseball.....	74	57	35	37	203	Tennis.....	3	3	2	3	11
Hockey.....	3	1	11	3	18	Gymnasium.....	0	5	2	0	7
Hiking.....	4	13	4	7	28	Bible Class.....	1	0	2	1	4
Volley Ball.....	6	6	2	2	16	No name.....	1	0	0	0	1
Athletic Association..	7	6	5	5	23	Guild.....	1	0	0	0	1
School Paper.....	9	4	14	33	60	Church.....	2	1	0	0	3
Glee Club.....	34	28	18	14	94	Radio.....	3	4	10	3	20
Chorus.....	231	177	106	77	591	Junior.....	1	0	0	0	1
Orchestra.....	10	14	6	2	32	Basket Ball.....	9	12	9	8	38
Band.....	0	0	5	0	5	Hockey.....	2	0	1	0	3
Miscellaneous Clubs..	0	1	6	7	14	Football.....	1	1	1	0	3
Social Societies.....	2	0	0	0	2	Track.....	0	1	0	0	1
Camera Club.....	2	0	0	0	2	Altruism.....	0	4	0	0	4
Golf Club.....	1	0	0	2	3	Community.....	0	1	1	3	5
Indoor Baseball.....	2	0	0	0	2						
Special Committee....	0	1	1	0	2						
Student Control.....	0	1	3	11	15						
Total.....	902	604	495	491	2,492	Total.....	512	399	290	224	1,425

tribution of pupil participations in three parallel double columns. The first double column shows the relative number and percentage of pupils who belong to 0, 1, 2, 3, and higher numbers of organizations *inside* of the school, *i.e.*, under school control. For example, there are 95 pupils, or 10.4 percent of the entire number, who be-

TABLE V.—NUMBER AND PERCENTAGES OF WEST SEATTLE HIGH SCHOOL PUPILS PARTICIPATING IN EXTRA-CURRICULAR GROUP ORGANIZATIONS INSIDE AND OUTSIDE OF SCHOOL

Students Belonging to	1. Inside of School		2. Outside of School		3. Either Inside or Outside	
	Number	Percent	Number	Percent	Number	Percent
No organization.....	95	10.4	289	31.7	48	5.3
1 organization.....	184	20.2	229	25.1	91	10.0
2 organizations.....	212	23.3	181	19.8	138	15.2
3 organizations.....	182	19.7	121	13.2	148	16.1
4 organizations.....	96	10.5	51	5.6	132	14.5
5 organizations.....	51	5.6	22	2.4	109	12.0
6 organizations.....	33	3.6	10	1.0	78	8.5
7 organizations.....	26	2.8	8	0.8	54	5.7
8 organizations.....	13	1.4	2	0.2	29	2.7
9 organizations.....	13	1.4	0	0.0	29	3.9
10 organizations.....	5	0.6	2	0.2	18	1.7
	5	0.5	0	0.0	41	4.4
11 to 16 organizations						
	915	100.0	915	100.0	915	100.0

long to no school organization; there are 184 pupils, or 20.2 percent, who belong to one school organization, etc.

The second double column in Table V shows the relative number and percentage of pupils who belong to 0, 1, 2, 3, and higher numbers of organizations *outside* of the school, *i.e.*, under community or private control. For example, there are 289 pupils, or 31.7 percent of the entire number, who belong to no outside organization; there are 229 pupils, or 25.1 percent, who belong to one outside organization, etc.

The third column in Table V shows the relative number and percentage of pupils who belong to 0, 1, 2, 3, and higher numbers of organizations either *inside* or *outside* of the school. The figures in this column must be interpreted carefully. They are not the totals of columns one and two, but a new set of computations secured by pooling both inside and outside organizations. Column 3

should be read: there are 48 pupils or 5.3 percent of the entire number, who belong to no organization, either in or outside of the high school; there are 91 pupils, or 10.0 percent, who belong to one organization either in or outside of the high school, etc. The third

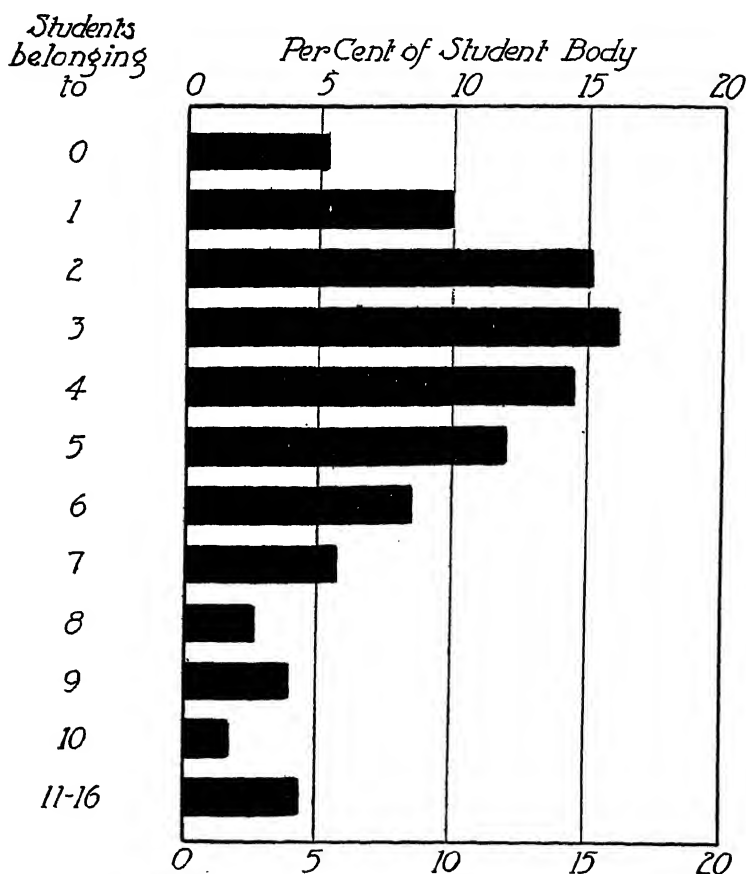


FIG. 2.—PERCENTAGES OF STUDENT BODY IN WEST SEATTLE HIGH SCHOOL BELONGING TO THE DIFFERENT NUMBERS OF ORGANIZATIONS INSIDE AND OUTSIDE OF SCHOOL

column is computed upon the same basis as the Everett figures in Table III and is the most important column of the three, since it shows the total special group influence to which each pupil is being subjected.

If Table V be examined from the point of view of generalization, several points of interest may be noted. It is apparent that the pupils as a whole join more readily in high-school than in outside organizations. There are, for example, but 95 pupils who belong to no high-school organization as against 289 pupils who belong to no outside organization. At the other end of the scale there are some 95 pupils who belong to six or more organizations within the high school as against a total of 22 pupils who belong to six or more organizations outside of the school. As a matter of fact, all of the studies bear out the fact that the high schools secure more participation in voluntary group activities than does the community at large.

Certain items of Table V deserve brief special mention. For example, the 95 pupils who belong to no high-school organization, and the 48 who belong to no organization, either in the high school or outside, are undoubtedly in need of special individual consideration and guidance. The same is probably true of the students who are limited to participation in but one organization. Undoubtedly, some special attention also may well be devoted to the hundred odd pupils belonging to eight or more organizations. The third column shows that approximately the middle fifty percent of the students belong to from three to six organizations either inside or outside of school. The probability is that *three to six* organizations could well be used as a tentative 'safety zone' standard for those interested in giving educational guidance.

It is not safe to assume that because a student belongs to no organization in school, he belongs to none outside, or the reverse situation. This assertion is born out by the facts exhibited in Table VI, which shows the cross distribution of student participation in inside and outside organizations.

The upper row of figures in the central block of Table VI indicates that out of a total of 153 freshmen pupils in the Queen Anne High School who belong to no high-school organization, there are 70 pupils who belong to no outside organization; there are 46 who belong to one outside organization; 25 who belong to two; 9 who belong to three; 2 who belong to four; and one pupil who belongs to five outside groups. The left vertical column of figures indicates that of the 128 pupils who belong to no outside organization, there are 70 who belong to no inside organization; 34 who belong to one;

12 who belong to two; 7 who belong to three; 3 who belong to four, and 2 who belong to five inside organizations. On the whole, limited inside participation is likely to be accompanied by restricted outside participation, but there are numerous notable exceptions. The two extreme cases are the pupil who belongs to nine outside or-

TABLE VI.—CROSS DISTRIBUTION OF STUDENT PARTICIPATION IN EXTRA-CURRICULAR ORGANIZATIONS INSIDE AND OUTSIDE THE SCHOOL

(Data collected from 366 Freshmen in the Queen Anne High School.)

Inside Organizations	Outside Organizations										Total
	0	1	2	3	4	5	6	7	8	9	
0	70	46	25	9	2	1	0	0	0	0	153
1	34	26	26	8	4	1	0	0	0	1	100
2	12	18	14	15	1	0	1	1	0	..	62
3	7	8	1	5	1	0	1	0	..	..	23
4	3	4	3	4	0	0	0	..	..	..	14
5	2	3	3	0	0	0	..	..	..	..	8
6	0	1	1	2	0	..	..	..	..	..	4
7	0	1	0	0	..	..	..	..	..	..	1
8	0	1	0	..	..	..	..	..	..	..	1
9	0	0	..	..	..	..	..	..	..	..	0
Total.....	128	108	73	43	8	2	2	1	0	1	366

ganizations and to but one inside group, and the pupil who belongs to eight inside organizations and to but one outside.

Finally, attention may be called to certain related data which have a distinct bearing upon the situation. In assembling the data basic to Tables I to VI, information was also collected as to the types and amount of outside work and private lessons which involve high-school students. The general character of these figures is well revealed in Table VII, which includes the same 366 Queen Anne freshman boys and girls used in Table VI.

Table VII gives evidence of two striking relationships between participation in group activities and other extra demands on high-school students' time. In the first place, it is quite evident that students who work for pay during out-of-school hours tend to participate less in group activities than do non-working students. Of the 70 students who belong to no organization, 18, or 25 percent, are working for pay. On the other hand, of the 80 who belong to one organization, only 12, or 15 percent, work for pay. Moreover, the percentage of pupils working for pay declines rapidly as the number of participations in group organizations becomes higher,

until after diminishing to 7 percent in connection with participation in five organizations, it reaches the zero level. This interesting fact is borne out by other statistics, not exhibited here, which reveal the additional fact that, as might be expected, the greater the

TABLE VII.—DISTRIBUTION OF 366 QUEEN ANNE HIGH-SCHOOL FRESHMEN, SHOWING NUMBERS AND PERCENTAGES WORKING FOR PAY OR TAKING PRIVATE MUSIC LESSONS OUTSIDE OF SCHOOL, COMPARED WITH RELATIVE PARTICIPATION IN GROUP ORGANIZATIONS

Number Pupils who	Number of Organizations to Which Pupils Belong											
	0	1	2	3	4	5	6	7	8	9	10	Total
1. Belong	70	80	63	60	35	27	13	9	3	5	1	366
2. Work for Pay (Percent)	18 (25)	12 (15)	12 (19)	5 (8)	3 (9)	2 (7)	0 (0)	0 (0)	0 (0)	0 (0)	1 (100)	53 (14.5)
3. Take Lessons (Percent)	6 (8)	14 (17)	15 (24)	15 (25)	8 (23)	11 (41)	6 (46)	5 (56)	1 (33)	1 (20)	0 (0)	82 (22.4)

number of hours devoted to work for pay, the fewer the group organizations joined. For those who believe in the socializing values attached to participation in organized group activities, the fact that pupils who work outside fail correspondingly to receive the benefit attached to student organizations, is a matter of genuine significance. In a related study of college students, the writer recently discovered two college seniors who, owing to home and outside work, had never in their entire career participated in a single school or outside organization. The unfortunate results were all too strikingly apparent.

The situation in connection with the students taking private music lessons is the exact reverse. These students tend to join student and outside organizations more than does the average student. This has been made apparent in many ways in connection with the foregoing studies and is specifically revealed in Table VII by the manner in which the percentage of pupils taking private music lessons increases as the number of organizations in which they participate increases. For example, there are but 6 pupils out of 70, or 8 percent, who belong to no organization and who take music lessons. In contrast to this, there are 14 pupils out of 80, or 17 percent, who belong to one organization and take music lessons; 15 pupils out of 63, or 24 percent, who belong to two organizations; 25 percent who belong to three organizations; 23 percent who be-

long to four organizations; 41 percent who belong to five organizations; 46 percent who belong to six organizations; and 55 percent who belong to seven organizations. Apparently either taking private music lessons tends to increase the number of organizations which pupils join, or increasing participation in student activities tends to encourage interest in private lessons, or both tendencies are the outcome of some common factor.

SUMMARY

The foregoing tabulations and discussion lead to the following summary statements:

1. High-school pupils participate in a great variety of specially organized group activities both in and outside of high school.
2. High-school pupils tend to join about two organizations under school control to one outside.
3. From ten to fifteen percent of the pupils in high schools which provide well organized extra-curricular activities report that they belong to no high-school organization.
4. From five to twelve percent report that they belong to no specially organized group either under school control or outside.
5. The median fifty percent in the range of pupil participation in inside and outside organizations ranges from 2 to 4 organizations per pupil in one high school, and from 3 to 6 per pupil in a second.
6. Approximately 25 percent of the high-school student body is not reached by extra-curricular activities.
7. Individual high-school pupils on the whole tend to participate in both high-school and outside organizations, but about 25 percent of the pupils who join no school organization belong to two or more outside groups, and approximately 20 percent of the pupils who belong to no outside group join two or more high-school organizations.
8. High-school students who work for pay during out-of-school hours join considerably fewer than the average number of extra-curricular organizations.
9. In general, the more work for pay a high-school pupil does out-of-school hours, the fewer organizations he joins.
10. High-school students who take private music lessons join considerably more than the average number of extra-curricular organizations.

CHAPTER VII

PUPIL-PARTICIPATION IN THE EXTRA-CURRICULAR ACTIVITIES IN THE SMALLER HIGH SCHOOLS OF MICHIGAN

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The purpose of the present study is to determine the extent of pupil-participation in the various extra-curricular activities existing in the small high schools of Michigan. The facts to be presented are based upon 188 answers to a questionnaire prepared and submitted to the small public high schools of the state by the Committee on the Small High Schools of the Michigan State Teachers' Association.¹ The facts presented should reveal typical conditions, since the number of high schools under consideration is large and they are widely scattered throughout the state.

TABULATION OF THE DATA

In the tabulation of the data the reports from the questionnaires were divided into four distinct groups. Group I consists of the replies from those 16 schools having but two years of high-school work in advance of Grade VIII, while Groups II, III, and IV consist of the replies from those schools having 4 years of high-school work in advance of Grade VIII. The latter groups are differentiated upon the number of pupils enrolled in Grades VII to XII, inclusive; Group II consists of replies from the 68 schools having less than 100 pupils enrolled in these grades; Group III, the replies from 74 schools having from 100 to 199 pupils enrolled; Group

¹ The members of this committee were as follows: Supt. E. H. Chapelle, Charlotte, Michigan; Supt. George Smith, Plymouth, Michigan; Inspector C. L. Goodrich, State Department of Education, Lansing, Michigan; Supt. A. A. Bidding, Marysville, Michigan; Professor H. Z. Wilbur, Michigan State Normal School, Ypsilanti, Michigan. The writers take this opportunity of thanking this committee for the privilege of basing the present study on the data which the committee gathered.

IV, the replies from those 30 schools having from 200 to 299 pupils enrolled. In tabulating the data, the question of a school being a traditional 4-year high school or a junior high school was disregarded, since preliminary investigations revealed that the type of organization was of less importance than the number of pupils enrolled.

RESULTS

The facts collected indicate the existence of 47 different types of extra-curricular activities. The ten extra-curricular activities existing in the greatest number of schools are: athletics, debating, glee club, Boy Scouts, Campfire Girls, annual or yearbook, dramatic club, school paper, orchestra, and Hi-Y. An idea of the great variety of the extra-curricular activities and at the same time a hint of the limited amount of pupil-participation is indicated by the existence of the following clubs in a single school: Good Cheer Club, Operetta Club, Skiing Club, Pig Club, Science Club, Booster's Club, Music Club, English Club, Bible Club, Manners and Conduct Club. The median of the number of extra-curricular activities existing in the different schools is 4.3; the first and third quartiles, 2.7 and 6.1, respectively. One school reported having no extra-curricular activities; 2 schools, having 11 or more.

Extent of Pupil-Participation in the Extra-Curricular Activities: Table I shows a few pertinent facts concerning the percentage of pupils participating in one, two, three, or more extra-curricular activities. This table should be read as follows: For pupils participating in one extra-curricular activity in the 68 schools in Group II the lowest percent is 5; the highest percent, 100; the median, 47; the first and third quartiles, 30 and 60, respectively. Similarly, for the pupils participating in two extra-curricular activities in this same group of schools, the lowest percent is 8; the highest, 76; the median, 31; the first and third quartiles, 22 and 39, respectively. Other columns are read in a similar manner. The reader should be cautioned that a horizontal summation of the figures will lead to erroneous conclusions, for the figures in the different columns usually refer to different schools.

This table shows that in half of the schools approximately half of the pupils participate in at least one extra-curricular activity,

and in half of the schools slightly more than half of the pupils do not participate in a single extra-curricular activity; in one-fourth of the schools, slightly less than a fourth of the pupils participate in a single extra-curricular activity and slightly more than three-fourths do not; in another fourth of the schools approximately two-thirds of the pupils participate in at least one extra-curricular

TABLE I.—THE LOWEST, HIGHEST, MEDIAN, AND QUARTILE PERCENTS OF THE PUPILS IN THE DIFFERENT SCHOOLS PARTICIPATING IN THE DESIGNATED NUMBER OF EXTRA-CURRICULAR ACTIVITIES IN THE VARIOUS GROUPS OF SCHOOLS

		Number of Activities			
		1	2	3	4 or more
Group I (16 Schools)	Lowest Percent	33	26	—	—
	First Quartile	—	—	—	—
	Median	49	49	26	3
	Third Quartile	—	—	—	—
	Highest Percent	100	100	—	—
	Schools Reporting Item.....	9	5	1	1
Group II (68 Schools)	Lowest Percent	5	8	4	9
	First Quartile	30	22	8	10
	Median	47	31	14	13
	Third Quartile	60	39	42	15
	Highest Percent	100	76	100	17
	Schools Reporting Item.....	45	30	13	4
Group III (74 Schools)	Lowest Percent	7	6	3	2
	First Quartile	21	13	7	4
	Median	30	18	9	7
	Third Quartile	59	25	14	10
	Highest Percent	100	45	53	33
	Schools Reporting Item.....	50	41	29	17
Group IV (30 Schools)	Lowest Percent	9	3	1	3
	First Quartile	19	15	3	3
	Median	48	20	7	8
	Third Quartile	84	24	13	12
	Highest Percent	97	28	47	14
	Schools Reporting Item.....	17	16	12	5

activity and one-third of the pupils do not participate in any extra-curricular activity. In one school only five percent of the pupils participate in a single extra-curricular activity; in another school 100 percent of the pupils participate in at least one extra-curricular activity.

The table also shows that a considerably smaller proportion of the pupils participate in more than a single extra-curricular activity, especially in Groups III and IV. On the average, slightly

more than 25 percent of the pupils participate in as many as two extra-curricular activities, between 10 and 15 percent of them in three extra-curricular activities, and slightly less than 10 percent of them in four or more extra-curricular activities. The tendency

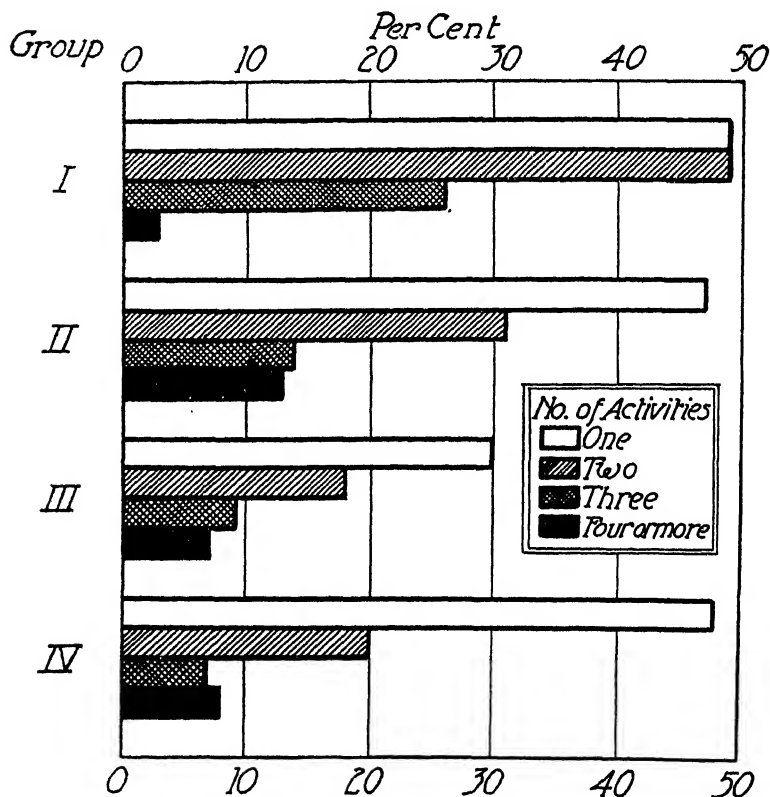


FIG. 1.—MEDIAN PERCENTAGE OF PUPILS IN EACH GROUP OF HIGH SCHOOLS PARTICIPATING IN ONE, TWO, THREE, AND FOUR OR MORE EXTRA-CURRICULAR ACTIVITIES

for a higher percent of the pupils in Groups I and II to participate in a greater number of activities is noticeable. It seems that with the small number of pupils in these groups the presence of the activity demands that the same pupils participate in a greater number of activities. Likewise, in the schools with the larger num-

ber of pupils there is some tendency to limit the number of extra-curricular activities in which the pupil may engage.

The Extent to Which the Members of the Different Classes Participate in at Least One Extra-Curricular Activity: Table II indicates great variation in the percentage of pupils in the different classes participating in at least a single extra-curricular activity.

TABLE II.—THE LOWEST, HIGHEST, MEDIAN, AND QUARTILE PERCENTS OF THE PUPILS IN THE DIFFERENT CLASSES OF SCHOOLS PARTICIPATING IN AT LEAST ONE EXTRA-CURRICULAR ACTIVITY IN THE DIFFERENT GROUPS OF CITIES

		Grades					
		7	8	9	10	11	12
Group I (16 Schools)	Lowest Percent	11	12	29	38		
	First Quartile	18	36	41	100		
	Median	63	58	100	100		
	Third Quartile	88	100	100	100		
	Highest Percent	100	100	100	100		
	Schools Reporting Item...	6	9	9	9		
Group II (68 Schools)	Lowest Percent	22	6	11	13	18	9
	First Quartile	41	41	48	66	79	83
	Median	56	60	85	89	100	100
	Third Quartile	100	100	100	100	100	100
	Highest Percent	100	100	100	100	100	100
	Schools Reporting Item...	17	22	38	41	38	36
Group III (74 Schools)	Lowest Percent	8	5	19	15	11	5
	First Quartile	31	36	43	56	62	72
	Median	50	65	74	78	79	93
	Third Quartile	100	100	100	100	100	100
	Highest Percent	100	100	100	100	100	100
	School Reporting Item...	26	30	47	46	47	47
Group IV (30 Schools)	Lowest Percent	9	18	4	15	29	47
	First Quartile	46	38	38	77	81	86
	Median	63	63	83	86	100	100
	Third Quartile	100	100	100	100	100	100
	Highest Percent	100	100	100	100	100	100
	Schools Reporting Item..	9	8	13	13	13	13

In all groups the highest percents are 100 in all classes, and in almost all classes the third quartile percents are 100; in over half of the classes in the different groups the lowest percents are less than 20 and the first quartile percents are less than 45. The medians indicate that in Grades VII and VIII, in all groups, from 50 to 60 percent of the children participate in at least one extra-curricular activity and that in Grades IX to XII from 75 to 100 percent participate in at least one such activity. While these figures indi-

cate that over half of the children in the different classes participate in at least one extra-curricular activity, it should be pointed out that in some classes half of the children do not participate in any extra-curricular activity. This table makes it clear that there is much greater tendency for the pupils in the higher grades to participate in the extra-curricular activities than for the pupils in the lower grades.

Percentage of Pupils Belonging to the Athletic Association: Table III shows that a vast majority of schools have organized athletic associations and a surprisingly large percentage of the pupils belong to the associations. It is interesting that in three-fourths of the schools having athletic associations over half of the pupils are members, in half of the schools approximately 90 percent of the pupils are members, and in a fourth of the schools every pupil is a member. On the basis of membership, the pupil-support of this extra-curricular activity is all that can be expected.

TABLE III.—NUMBER OF SCHOOLS HAVING ATHLETIC ASSOCIATIONS AND THE PERCENTAGE OF PUPILS BELONGING IN THE DIFFERENT GROUPS OF SCHOOLS

	Groups			
	I	II	III	IV
Total Schools in Group.....	16	68	74	30
Number of Schools Having an Association.....	8	52	57	22
Percent of Pupils Belonging to Association:				
First Quartile	58	76	53	54
Median	88	93	92	95
Third Quartile	100	100	100	100

Extent of School-Participation in Interscholastic and Intramural Sports: Table IV indicates that 181 of the 188 schools participate in interschool sports, and that 111 of the schools participate in intramural sports. To one interested in universal pupil-participation in sports, it is very interesting to note that 74 of the 181 schools participating in interschool sports indicate no participation in intramural sports. Such a condition adds to the conviction that high-school sports are for the privileged few rather than for the mass of pupils. Other evidence substantiating this conviction will be presented in subsequent sections.

School and Pupil-Participation in Various Interscholastic Athletic Sports: From Table V it is evident that the favorite inter-

scholastic sports are basketball, baseball, football, and track. A few schools have interscholastic contests in soccer, hockey, tennis, speedball, and volleyball, but in general these have been little recognized as interscholastic sports. A large majority of the schools engage in interscholastic contests in basketball and baseball and ap-

TABLE IV.—NUMBER OF SCHOOLS IN THE VARIOUS GROUPS PARTICIPATING IN INTERSCHOLASTIC AND INTRAMURAL SPORTS

	Groups				Total
	I	II	III	IV	
Schools Having Interscholastic and Intramural Contests	6	33	41	27	107
Schools Having Interscholastic and No Intramural Contests	7	32	32	3	74
Schools Having Intramural and No Interscholastic Contests	—	3	1	—	4
Schools Having Neither Interscholastic nor Intramural Contests	1	—	—	—	1
School Not Reporting.....	2	—	—	—	2
Number of Schools in Groups.....	16	68	74	30	188

proximately half of them in football, but in each sport there are a few schools in each group which do not participate.

While the evidence shows that most of the schools engage in interscholastic contests in the sports mentioned, only a small percent of the enrollment in the schools having such contests participate. In Groups I and II from 20 to 30 percent of the pupils participate in such contests; in Groups III and IV, approximately 10 percent of the pupils. Of the four sports in all groups, the highest percentage of pupils participate in basketball. In this sport, in Groups I and II approximately one pupil in three participates in the interscholastic contests; in Groups III and IV, approximately one pupil in ten participates. The percentage of pupils participating in football and baseball is somewhat less than in basketball; the percentage in track considerably less than in basketball. In general, in the schools having interscholastic contests, the percentage of pupils participating is low. When consideration is given to the total enrollment of the different groups, regardless of whether the schools engage in interscholastic activities, the low percentage of pupil participation is accentuated. The fact that the enrollment includes both boys and girls and that girls do not participate in

TABLE V.—EXTENT OF PUPIL PARTICIPATION IN THE VARIOUS ATHLETIC SPORTS IN INTERSCHOLASTIC CONTESTS IN THE DIFFERENT GROUPS OF SCHOOLS

	Football	Basketball	Baseball	Track	Soccer	Hockey	Tennis	Volleyball	Speedball
Group I—(16 Schools)—									
Schools Having Indicated Sport.....	1	8	10	2	.....	.....	.....	.....	.....
Enrollment in these Schools.....	63	307	369	82	.....	.....	.....	.....	.....
Number of Pupils Participating.....	14	104	101	34	.....	.....	.....	.....	.....
Percent of Enrollment Participating	22	34	27	41	.....	.....	.....	.....	.....
Percent of Total Enrollment of Group I Participating.....	3	25	24	8	.....	.....	.....	.....	.....
Group II (68 Schools)—									
Schools Having Indicated Sport.....	12	56	48	21	4	.....	2	1	.....
Enrollment in these Schools.....	960	4007	3544	1583	323	.....	75	63	.....
Number of Pupils Participating.....	214	1083	745	236	111	.....	15	20	.....
Percent of Enrollment Participating	22	27	21	15	34	.....	20	32	.....
Percent of Total Enrollment of Group II Participating.....	5	25	17	5	3	.....	3	5	.....
Group III (74 Schools)—									
Schools Having Indicated Sport.....	47	63	67	42	3	.....	.....	.....	.....
Enrollment in these Schools.....	7108	9227	9730	6087	368	.....	.....	.....	.....
Number of Pupils Participating.....	871	1230	1097	531	53	.....	.....	.....	.....
Percent of Enrollment Participating	12	13	11	9	14	.....	.....	.....	.....
Percent of Total Enrollment of Group III Participating.....	8	12	11	5	0.5	.....	.....	.....	.....
Group IV (30 Schools)—									
Schools Having Indicated Sport.....	25	23	23	21	1	1	3	.....	2
Enrollment in these Schools.....	5563	5121	5376	4674	268	219	643	.....	457
Number of Pupils Participating....	544	580	432	363	22	12	23	.....	24
Percent of Enrollment Participating	10	11	8	8	8	5	4	.....	5
Percent of Total Enrollment of Group IV Participating.....	9	10	7	6	0.4	0.2	0.4	.....	0.4

some of the sports may have some influence on the low percentage of pupil participation. But when due allowance for this factor is made, the percentage of pupil participation is still decidedly low.

The Extent of Pupil Participation in Intramural Athletic Sports: Table VI is similar to Table V, but shows the extent of pupil participation in intramural athletics, *i.e.*, class games or other contests. Approximately half of the schools have no intramural contests in basketball, baseball, football, or track, although more schools have such contests in basketball and baseball than in football or track. Few schools have intramural contests in soccer, tennis, hockey, speedball, captainball, or indoor baseball. In those

schools in Groups I and II having intramural athletics, approximately 40 percent of the pupils participate; in Groups III and IV, approximately 20 percent of the pupils participate.

The significance of the facts given in Table VI become more apparent when considered in connection with those given in Table V.

TABLE VI.—EXTENT OF PUPIL PARTICIPATION IN THE VARIOUS ATHLETIC SPORTS IN INTRAMURAL CONTESTS IN THE DIFFERENT GROUPS OF SCHOOLS

	Football	Basketball	Baseball	Track	Soccer	Tennis	Hockey	Speedball	Captainball	Boys' Indoor Baseball	Girls' Indoor Baseball
Group I (16 Schools)—											
Schools Having Indicated Sport.....	1	4	5	2	.....	.....	.....	.....	.....	.....	.....
Enrollment in These Schools.....	63	175	188	82	.....	.....	.....	.....	.....	.....	.....
Number of Pupils Participating.....	25	81	64	34	.....	.....	.....	.....	.....	.....	.....
Percent of Enrollment Participating.....	40	46	34	41	.....	.....	.....	.....	.....	.....	.....
Percent of Total Enrollment of Group I Participating.....	13	43	34	18	.....	.....	.....	.....	.....	.....	.....
Group II (68 Schools)—											
Schools Having Indicated Sport.....	2	32	20	10	2	.....	.....	.....	.....	.....	.....
Enrollment in These Schools.....	189	2345	1521	770	179	.....	.....	.....	.....	.....	.....
Number of Pupils Participating.....	24	871	431	173	90	.....	.....	.....	.....	.....	.....
Percent of Enrollment Participating.....	13	37	28	22	50	.....	.....	.....	.....	.....	.....
Percent of Total Enrollment of Group II Participating.....	1	34	17	7	4	.....	.....	.....	.....	.....	.....
Group III (74 Schools)—											
Schools Having Indicated Sport.....	18	40	29	15	2	.....	.....	.....	.....	.....	1
Enrollment in These Schools.....	2519	5725	4066	2128	235	.....	.....	.....	.....	.....	184
Number of Pupils Participating.....	461	1597	804	549	42	.....	.....	.....	.....	.....	40
Percent of Enrollment Participating.....	18	28	20	25	18	.....	.....	.....	.....	.....	22
Percent of Total Enrollment of Group III Participating.....	7	26	13	9	1	.....	.....	.....	.....	.....	1
Group IV (30 Schools)—											
Schools Having Indicated Sport.....	11	22	14	11	1	1	1	2	1	1	.....
Enrollment in These Schools.....	2421	4918	3124	2454	268	212	219	459	230	229	.....
Number of Pupils Participating.....	313	1054	500	445	100	20	25	178	60	100	.....
Percent of Enrollment Participating.....	13	21	16	18	37	9	11	39	26	44	.....
Percent of Total Enrollment of Group IV Participating.....	6	21	10	9	2	4	1	4	1	2	.....

Such comparisons reveal that in all groups a considerably greater number of pupils participate in interscholastic sports than in intramural sports. These comparisons furthermore indicate that in the schools engaging in intramural sports the percentage of pupil participation is not much greater than the percentage of pupil

engaging in interscholastic sports. There
of schools compared,

NON PARTICIPATING

VII shows that, on the average, considerably over

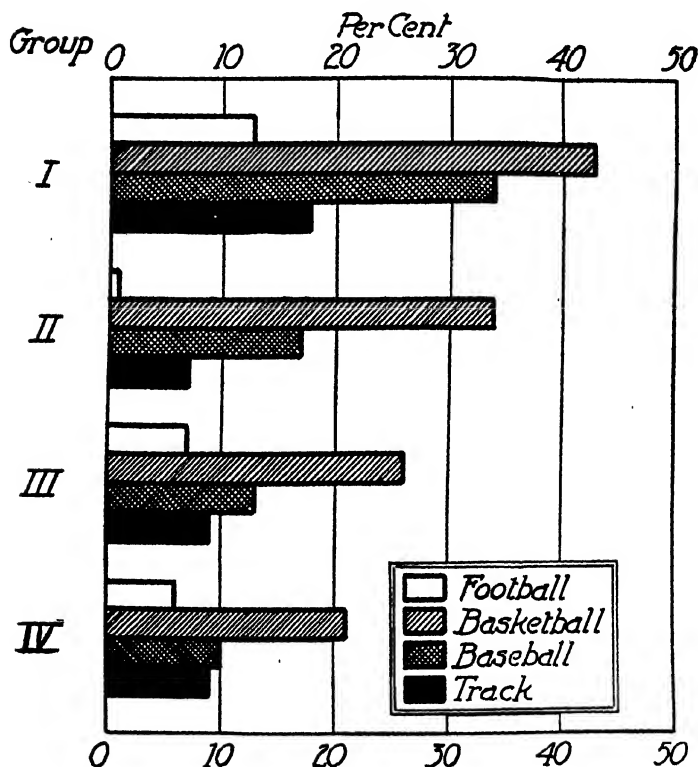


FIG. 2.—PERCENTAGE OF ALL PUPILS IN EACH GROUP OF HIGH SCHOOLS PARTICIPATING IN INTRAMURAL FOOTBALL, BASKETBALL, BASEBALL, AND TRACK

half of the pupils usually attend both the interscholastic and the intramural games. The first quartiles show that in all groups of schools, save Group III, over 50 percent of the pupils attend the interscholastic games; the third quartiles, that over 75 percent of

them attend. The highest percent reported in Groups I and II is 100. Almost as high a percentage of the pupils attend the intramural contests. This is especially significant, since it indicates that the interest in intramural contests may be as great as that in the interscholastic contests, and suggests that the wail of lack of interest in intramural contests as the arch argument for interscholastic contests may be somewhat overworked.

TABLE VII.—LOWEST, HIGHEST, MEDIAN, AND QUARTILE PERCENTS OF THE PUPILS IN THE DIFFERENT GROUPS OF SCHOOLS ATTENDING INTER-SCHOLASTIC AND INTRAMURAL CONTESTS

		Interscholastic Contests	Intramural Contests
Group I (16 Schools)	Lowest Percent	50.0	50.0
	First Quartile	62.1	...
	Median	81.3	97.5
	Third Quartile	91.8	...
	Highest Percent	100.0	100.0
	Schools Reporting Item.....	9	3
Group II (68 Schools)	Lowest Percent	10.0	10.0
	First Quartile	50.1	33.1
	Median	60.5	53.1
	Third Quartile	78.0	64.7
	Highest Percent	90.0	100.0
	Schools Reporting Item.....	57	21
Group III (74 Schools)	Lowest Percent	10.0	10.0
	First Quartile	42.3	41.9
	Median	53.5	54.7
	Third Quartile	76.3	81.3
	Highest Percent	100.0	100.0
	Schools Reporting Item.....	71	39
Group IV (30 Schools)	Lowest Percent	25.0	10.0
	First Quartile	51.3	42.1
	Median	62.9	52.1
	Third Quartile	77.3	63.8
	Highest Percent	95.0	100.0
	Schools Reporting Item.....	29	17

Extent to Which the Boys Participate in a Given Number of Sports: Table VIII suggests that a comparatively small percentage of the boys receive the benefits from participation in interscholastic sports. It is significant that a higher percentage of the boys participate in two interscholastic sports than in one sport, and that the percentage participating in three sports is more than half as great as the percentage participating in one or two sports. Indeed, on the average, approximately 15 percent of the boys in the schools

reporting participate in four sports. In some schools from one-half to two-thirds, or even all, of the boys participate in either three or four of the sports. This tendency for some boys to participate in three or four sports causes them to monopolize the benefits of interscholastic participation and suggests that some limita-

TABLE VIII.—LOWEST, HIGHEST, MEDIAN, AND QUARTILE PERCENTS OF THE BOYS IN THE DIFFERENT SCHOOLS OF THE GROUPS PARTICIPATING IN THE DESIGNATED NUMBER OF SPORTS

		One Sport	Two Sports	Three Sports	Four or More Sports
Group I (16 Schools)	Lowest Percent.....	17.0	.....	.....	.....
	First Quartile.....	.....	.....	.....	.....
	Median.....	67.5	82.5	.....	.....
	Third Quartile.....	.....	.....	.....	.....
	Highest Percent.....	100.0	.....	.....	.....
	Schools Reporting Item.....	5	1	.....	.....
Group II (68 Schools)	Lowest Percent.....	4.0	14.0	19.0	3.0
	First Quartile.....	35.2	41.8	23.4	6.3
	Median.....	51.3	52.5	32.5	15.0
	Third Quartile.....	100.0	68.1	50.4	42.5
	Highest Percent.....	100.0	100.0	100.0	56.0
	Schools Reporting Item.....	49	39	15	6
Group III (74 Schools)	Lowest Percent.....	12.0	14.0	4.0	8.0
	First Quartile.....	25.4	27.3	18.4	12.2
	Median.....	39.4	35.6	27.5	17.5
	Third Quartile.....	54.1	50.8	36.9	22.3
	Highest Percent.....	100.0	100.0	53.0	50.0
	Schools Reporting Item.....	59	57	39	15
Group IV (30 Schools)	Lowest Percent.....	3.0	22.0	9.0	6.0
	First Quartile.....	23.0	31.6	17.8	7.5
	Median.....	35.0	39.2	22.5	10.0
	Third Quartile.....	47.5	48.4	30.4	16.7
	Highest Percent.....	53.0	60.0	52.0	67.0
	Schools Reporting Item.....	20	21	19	12

tions may well be placed upon the number of sports in which any pupil is permitted to compete.

Extent to Which the Schools Participate in Debating as an Extra-Curricular Activity: Table IX indicates that debating as an extra-curricular activity has little significance, although it will be recalled that it was recorded among the ten extra-curricular activities most commonly existing. Only 41 of the 188 schools have debating clubs or societies, although 47 other schools indicate that

they have debating or have a debating team. In over half of the schools having debating clubs or societies, the clubs or societies are purely extra-curricular and are in no way connected with the classroom instruction.

The figures for the amount of pupil-participation in those schools having debating as an extra-curricular activity are so fragmentary that they are not included. This condition suggests that few pupils

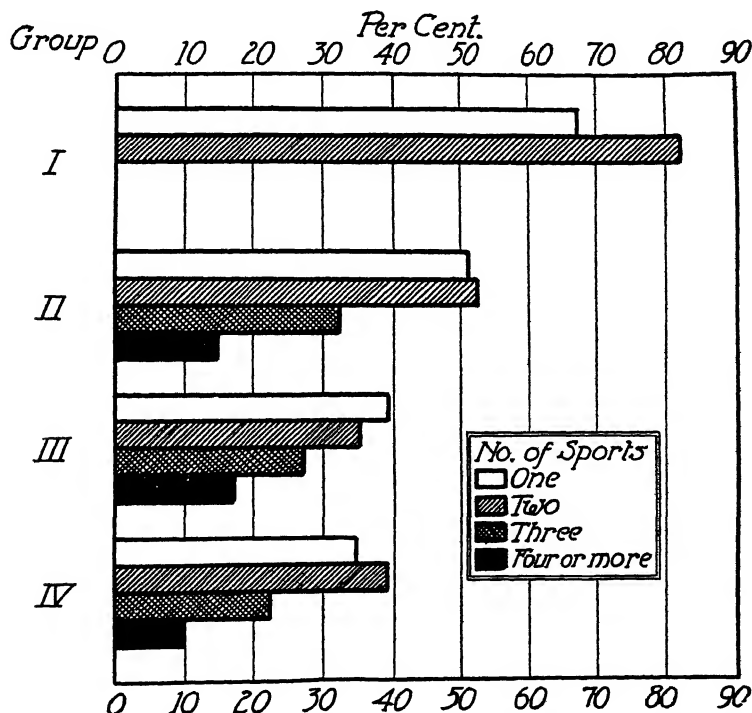


FIG. 3.—MEDIAN PERCENTAGE OF BOYS IN EACH GROUP OF HIGH SCHOOLS PARTICIPATING IN ONE, TWO, THREE, AND FOUR OR MORE SPORTS

participate in the activity. Some of the schools frankly state that only the members of the debating team or those trying for it participate.

Extent to Which the School Provides Social Events as Extra-Curricular Activities: Table X makes clear that most of the schools

in the different groups provide social events and activities for the pupils. The medians of the number of social events given as extra-curricular activities vary from 6.3 in Group I to 8.5 in Group IV; the first quartiles, from 4.0 in Group 1 to 4.6 in Group III;

TABLE IX.—NUMBER OF SCHOOLS AND THE PARTICULAR CONNECTION IN WHICH DEBATING AS AN EXTRA-CURRICULAR ACTIVITY EXISTS IN THE VARIOUS GROUPS OF SCHOOLS

	Groups			
	I	II	III	IV Total
Teaching Debating and Having Debating Club . .		3	5	2 10
Teaching Debating, but Having no Debating Club . .		6	6	2 14
Not Teaching Debating, but Having Debating Club		5	13	8 26
Neither Teaching Debating nor Having Debating Club	11	42	43	12 108
Having Debating Club in Connection with Classes in English		3	1	1 5
Having a Debating Team . . . . .		..	..	3 3
Making No Report	5	9	6	2 22
Total Number of Schools	16	68	74	30 188

the third quartiles, from 10.0 in Group 1 to 12.3 in Group III. Some of the schools indicate that social events as extra-curricular activities are not held; some schools report having as many as 20 or 28. In all probability these latter schools reported social events which are held primarily for certain classes or for certain groups

TABLE X.—NUMBER OF SOCIAL EVENTS CONDUCTED IN THE DIFFERENT GROUPS OF SCHOOLS AS EXTRA-CURRICULAR ACTIVITIES

	Groups			
	I	II	III	IV
Lowest Number	0	0	0	0
First Quartile	4.0	4.4	4.6	4.5
Median	6.3	6.5	8.0	8.5
Third Quartile	10.0	10.7	12.3	10.8
Highest Number	18	20	28	20
Schools Reporting	16	68	74	30

of pupils, although no explanations were given in the reports provided. No figures are available to indicate how extensively the pupils participate in these social events, but it seems reasonable to assume that participation is wide-spread.

SUMMARY AND CONCLUSIONS

From the evidence presented in the previous sections the following statements and conclusions are warranted:

1. In half of the schools approximately half of the pupils participate in at least one extra-curricular activity; in a fourth of the schools, less than one-fourth of the pupils participate in a single activity, and slightly more than three-fourths do not participate in a single activity; in another fourth of the schools approximately two-thirds of the pupils participate in at least one extra-curricular activity. On the average, one-fourth of the pupils participate in extra-curricular activities and from one-fifteenth to a tenth of them participate in three activities.

2. The pupils in the upper classes of the high school participate more extensively in the extra-curricular activities than do the pupils in the lower classes.

3. A very large percentage of the pupils belong to the athletic associations, and a very large percentage of them attend the interscholastic and intramural games.

4. Many more schools are participating in interscholastic contests than in intramural contests. Many schools have the first type of contests, but not the latter.

5. In the schools of Groups I and II, from 20 to 30 percent of the pupils participate in interscholastic contests; in the schools of Groups II and III, approximately 10 percent of the pupils. This amount of pupil participation is rather small. Basketball and baseball are the two sports in which the greater percentage of the pupils participate.

6. In the schools of Groups I and II having intramural contests, approximately 40 percent of the pupils participate; in Groups III and IV, approximately 20 percent participate. It is rather significant that the percentage of pupils participating in intramural contests is not much larger than the percentage participating in interscholastic sports.

7. There is a tendency for the pupils participating in one interscholastic sport to participate in two or three, or even four interscholastic sports. This tendency suggests that interscholastic participation is limited to the favored few and that extensive participation is impossible.

8. The attendance of the pupils at the intramural contests is approximately the same as at the interscholastic contests. This signifies that the interest in the former contest may be as great as in the latter.

9. Almost half of the schools engage in debating as such, but only 41 of them have organized debating clubs or societies as a part of the regular extra-curricular activities. Usually, the debating clubs are unrelated to classroom instruction.

10. On the average, the schools are providing from six to eight social functions per year as a fundamental part of the extra-curricular activities of the schools. Some schools are providing no social events; others are providing more than 10 or 12. In general, it seems that the schools feel the responsibility for providing for the social, as well as the academic, life of the pupil.

11. The general conclusion reached from this study is that the philosophy underlying the values to be derived from extra-curricular activities is poorly defined, and that the practice of administering these activities is haphazard.

CHAPTER VIII

DIRECT TRAINING IN CITIZENSHIP THROUGH THE PARTICIPATION OF HIGH-SCHOOL PUPILS IN COMMUNITY ACTIVITIES

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THE NEED OF PARTICIPATION

The diffidence of the average adult citizen toward citizenship activities has become a matter of serious concern to those who visualize clearly the consequences of civic derilection in terms of future general welfare. Far-seeing educators and laymen hope to avert a similar *impasse* in citizenship in the generation of citizens now being educated in our schools by remedying a very obvious defect in our education, namely, the lack of training in the habits of good citizenship during the secondary-school period. Much has already been accomplished through the improvement of the materials and methods of instruction and the development of extra-curricular activities. The fact remains, however, that the youth cannot be moulded properly with respect to future citizenship responsibilities unless he receives more direct training for the duties he should assume in the out-of-school community.

Exceptional schools here and there have realized the importance of more direct training for citizenship, and have sought to encourage pupil participation in school and community affairs. Such schools have invariably found both the pupils willing to assume larger responsibilities and the communities eager to accept the coöperation of the junior citizens. Civic organizations and leaders have added their encouragement and local governments have made possible greater direct participation of boys and girls in the larger life about them.

CIVIC INDUSTRIAL CLUBS IN CHICAGO HIGH SCHOOLS

For several years the Chicago Association of Commerce, with the coöperation of the Chicago Board of Education, has sought to encourage greater direct participation of high-school pupils in

community activities through sponsoring the organization of Civic Industrial Clubs in the high schools. The objectives of these clubs are stated as follows:

1. *To Know Chicago Better*—by studying the civic problems of our city—by analyzing Chicago's industrial resources, activities, and opportunities.
2. *To Work for Our School, Our Neighborhood, Our City*—to do something to make Chicago a better place in which to live, to work and to play.
3. *To Fit Ourselves More Definitely for the Business World and Other Future Contacts*—by the course of practical programs (popularly conducted) designed to supplement our school's curriculum.
4. *To Assist Our High School*—to maintain an organization to which the faculty can entrust various student activities in line with the foregoing aims.

The activities of the Civic Industrial Clubs in the Chicago High Schools vary greatly. In some schools they serve as a means for bringing the pupils into closer contact with the industrial, business, and professional life of the city through excursions to manufacturing plants, public institutions, places of business, and places of educational interest, and through assembly addresses by business and professional men and women sent to the schools on request by the Association of Commerce. In other schools the clubs carry on activities of a patriotic and philanthropic character, such as (1) providing a scholarship fund for needy students who desire to continue their education; (2) supplying food and clothing to worthy families; (3) raising a milk fund to supply milk to children of destitute families; (4) creating school gardens, tennis courts, and athletic fields; (5) furnishing soap and towels to school lavatories; (6) addressing graduating classes in grammar schools with a view toward inducing pupils to continue their education at least through the high school; (7) directing attention to thrift as a matter of common sense and self-training; (8) encouraging economical dress by student-conducted style shows; (9) conducting fire drills and developing sentiment in support of fire and accident prevention; (10) reminding voters to register and vote.

For four years the Civic Industrial Clubs in the Chicago High Schools have taken over the entire management and active direc-

tion of the spring "Clean-Up and Paint-Up Campaign." The campaign is carried on in the elementary schools by representatives of the high-school clubs; the support of the newspapers is solicited; and the coöperation of all organizations of a civic character is enlisted in the task of renovating the city. The city government coöperates through its Bureau of Streets and Alleys and Park Associations in the removal of rubbish, and the Department of Health and the Bureau of Fire Prevention provide inspectors on request.

TABLE I.—CLEAN-UP AND PAINT-UP ACHIEVEMENTS OF THE CIVIC INDUSTRIAL CLUBS OF CHICAGO HIGH SCHOOLS, 1925*

Alleys lots cleaned.....	39,434	Old signs removed.....	13,914
Ash cans emptied.....	82,024	Out buildings painted.....	9,733
Attics cleaned	31,070	Porches cleaned	78,192
Back yards cleaned.....	110,204	Rats killed	46,845
Basements cleaned	58,892	Rooms painted	41,577
Fences painted	15,187	Rubbish piles burned.....	64,599
Fences repaired	29,645	Shrubbery planted	35,320
Floors varnished	29,801	Street name signs cleaned..	5,067
Flower gardens planted....	55,002	Trees planted	46,783
Flower boxes planted.....	25,251	Trees trimmed	26,774
Front yards cleaned.....	75,799	Vacant lots cleaned.....	25,152
Grass plots planted.....	40,833	Vegetable gardens planted..	40,856
Gutters cleaned.....	16,552	Walls papered	22,004
Houses painted	10,251	Woodwork varnished	28,763
Insect breeding places destroyed ..	25,753	Total†.....	1,131,277

*Report of Chicago Association of Commerce, June 13, 1925.

†The achievements reported in 1922 were 103,582; in 1923, 363,872; and in 1924, 619,279.

THE EXTENT OF ACHIEVEMENT

The scope of the team-work activities of youths and adults in this campaign of civic improvement can best be grasped in terms of the quantity of achievements accomplished in the "Clean-Up and Paint-Up Campaign" in the spring of 1925, as reported to the Chicago Association of Commerce by the Civic Industrial Clubs of 22 high schools supported by branch organizations in 135 grammar schools. In addition to the foregoing achievements, \$17,253.73 worth of junk and papers were reported sold.

VALUES

Activities of the sort described, designed to provide direct training for the duties and responsibilities of citizenship are being encouraged in many secondary schools throughout the United States. They provide laboratory experience in citizenship, which is needed to make effective the intellectual treatment of civic problems received in the classroom of the school. Such activities challenge the interests and enthusiasm of boys and girls of the high-school age, and provide real motives for the exercise of junior citizenship responsibilities. If the school really desires to underwrite the character of the future citizenry of the community, it must not neglect the laboratory aspects which offer the opportunities for direct training in the habits and attitudes of active citizenship.

CHAPTER IX

COÖPERATION OF TEACHER ADVISORS

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THE PROBLEM AND THE SOURCE OF DATA REPORTED

Probably the most important single condition of the success of any phase of school work is the happiness of the teacher who is responsible for carrying it out. Happiness in this sense rests on three conditions. The teacher must appreciate the value of the activity and be able to find pleasure in it. He must possess any specific training and aptitudes which are indispensable for a reasonable degree of mastery of the job. And finally, he must have confidence in the fairness and effectiveness of the administrative arrangements which surround him. The purpose of this study is to ascertain the extent to which these conditions obtain and to make such recommendations concerning them as the facts seem to warrant. The investigation was confined to the high schools of the city of Seattle, Washington, where it was possible for the writer, personally, to obtain detailed information concerning the factors that were to be studied. The teachers of eight schools, the average enrollment of which is more than 1,000 pupils, were invited to assist in the investigation in the spring of 1924. Three hundred fourteen information blanks were returned and this figure represents almost the entire high-school teaching corps in these schools.¹ Two hundred twenty, or 70 percent of the entire number of teachers, were in charge of extra-curricular activities at that time.

ATTITUDE OF TEACHERS TOWARD EXTRA-CURRICULAR ACTIVITIES

A description of the attitudes of teachers toward the different activities affords a significant basis for conclusions as to the extent of the teachers' appreciation of the value of such work and

¹ The author wishes to acknowledge his indebtedness to his former colleague, Professor F. C. Ayer, of the University of Washington, for his assistance in preparing and distributing the information blanks and to Miss Mabel Wheeler and Messrs. T. E. O'Connor and J. T. Vann, graduate students of the University of Washington, who contributed materially to the preliminary stages of the investigation.

as to how willing and ready they are to coöperate with the administration in making it effective. A list of the pupil organizations which are found in the high schools of this city was submitted and the teachers were asked to indicate those which they considered desirable and those which they believed to be undesirable in their respective schools. A summary of the replies shows that 32 activities out of a list of 40 were described as desirable by 75 percent or more of the teachers who voted on them. Seven of the eight remaining organizations were approved of by 50 percent or more; only one, the stamp club, was opposed by more than one half of the number who expressed opinion on it. The list of 40 includes all of the oldest and best known activities, as well as a considerable number of comparatively new ones, such as the stamp, camera, radio, and commercial clubs. All of the older activities were included in the preferred list that was approved by three-fourths majorities, whereas the less favored list of eight activities consisted, with one exception, of the newer organizations. This exception was the honor athletics society, which, although well known, appears not to command the confidence of as many teachers as the older activities. The percentage of teachers who failed to check either as desirable or undesirable ranged from 11 in the case of the honor society to 45 in the case of the stamp club. Notwithstanding this fact, only 10 of the activities were not voted as desirable by more than a majority of the entire list of teachers, and only 4 organizations were disapproved of by as many as 20 percent. When all of these facts are reviewed, it is clear that the high-school faculties of this city, generally speaking, decisively approve of a program of extra-curricular activities and are able to perceive worth while educational values in a great majority of the pupil organizations now carried on. This attitude is auspicious for the school, in that such teachers are prepared to approach their work as advisors in a hopeful frame of mind and to contribute their best energies towards a successful outcome of the activities program.

There are considerable numbers of teachers, however, who do not accept this view. Their opposition may be based on a general attitude of disapproval toward all or nearly all of this side of the school's life. Some feel that there are too many organizations and that the newer ones should be discouraged. The opposition is traceable in many cases to opinions as to the unwise conduct of

particular clubs or the ineffective administration of various features of the program in particular schools. Others have not carefully weighed the educational values which are claimed for this type of work. Unfavorable or indifferent attitudes on the part of a considerable number of teachers will interfere seriously with the administration of the program in any school and go far toward preventing the boys and girls from obtaining the substantial educational values which the activities are intended to produce. For this reason, it is clear that teachers' meetings or other professional study groups in these high schools could well afford to devote time to a consideration of their activities' programs and their relation to effective training in the practical arts of citizenship. If wisely conducted, the effect of such study should be greatly to increase interest and appreciation in the extra-curricular work of the school and to release for its administration reservoirs of teacher energy and intelligence which have hitherto been drawn on only slightly, if at all.

SELECTION OF ADVISORS

Whatever be the teacher's attitude toward activities in general, he can be neither happy nor very successful in his work as an advisor unless the organization for which he is responsible is one which he is well fitted to supervise. This favorable situation obtains in the cases of 122, or 74 percent, of the 165 teachers (see Table I)

TABLE I.—SELECTION OF ADVISORS

Questions and Types of Answers	Number of Answers	Percent of Answers
1. Is the activity which you supervise the one for which you are best fitted?		
Yes	122	74
No	14	18
Perhaps, don't know, as well as any	29	8
Total	165	100
2. Why were you selected to supervise this activity?		
Special fitness (Because of training, previous experience, or liking for work.)	123	62
Accidental reasons (Some teacher had to do it) (Request of principal) (Do not know.)	76 (34) (34) (5)	38
Total	199	100

who gave information on this point. Forty three teachers—if one includes both those who answer “no” and those who answer “perhaps” or “don’t know,” or 26 percent of the entire number—are not so fortunately situated. The same problem is raised in the second question: Why were you selected to supervise this activity? Sixty two percent replied that their selection was based on some special fitness for the work, such as special training, successful previous experience, etc. Thirty eight percent of the group, however, gave replies that were classified as “accidental” reasons, which imply that the teacher considered himself placed in the work which he was not well prepared to do.

When the answers to both questions are considered as a whole, two important facts stand out. In the first place, a substantial majority of the teachers are happily situated with respect to their advisory responsibilities and, so far as this factor is concerned, are prepared to acquit themselves efficiently of these responsibilities. An important minority of the group, however, are either indifferently, or not at all, fitted for the work which they have been selected to do. A few may not be fitted, or may not think of themselves as fitted, for any work of this kind. Two suggestions may be made with a view to improving the situation. First, before making assignments for the year (or better, before the new teachers have been selected), the principal should study from adequate records and in other ways the aptitudes, training, and experience of the members of the teaching staff in reference to extra-curricular work with the same care which he uses in regard to their relation to the subjects of study. Every effort should then be made to find for each activity the teacher who is best prepared to sponsor it and, as far as possible, not to assign teachers to activities which they are not prepared to direct. Second, teachers themselves should be encouraged to study their interests and abilities with a view to discovering and taking charge of the extra-curricular work which they are best fitted to manage.

PREPARATION FOR ADVISORY WORK

In a preceding paragraph it was found that a substantial majority of the high-school teachers of Seattle were in charge of activities which they were prepared to supervise by virtue of the

possession of special training for such activities. It is worth while to consider the types of training which experienced teachers believe help them in this work. Each teacher, accordingly, was asked to name, first, any parts of his present personal and professional equipment which he had found to be helpful in his advisory work, and, secondly, any additional kinds of preparation which he could use profitably if he possessed them.

An examination of the items that were listed in the replies shows that these items may be classified under the three heads: (1) college courses of study, (2) experience in activities in the high school and college, and (3) extra-school experience.

(1) The college courses include several types of subject matter. There are courses, such as sociology, civics, and vocational guidance, which may serve to orientate the mind of the teacher as regards the significance of the organized group life of the school in training for citizenship and vocation. Courses in psychology and adolescence enable the teacher better to understand the nature of the youngsters with whom he works. The largest group of courses includes those which provide training in the numerous kinds of work that are directly useful in the conduct of various activities. The courses most frequently mentioned were physical education, medicine, dancing, dramatics, public speaking, parliamentary law, civil law, economics, library, radio, and photography. In a few cases courses in the coaching of such activities as dramatics and athletics were mentioned, as well as courses for girls' and boys' advisors. The infrequency of emphasis on courses of this kind and the failure to mention even once such courses as scouting and supervision of extra-curricular activities or other courses such as educational sociology, plays and games, high-school administration, etc., in which extra-curricular activities sometimes are listed as important topics, is eloquent testimony to the fact that only within the last few years has this side of the school's work been studied in a systematic way.

(2) The value of practical contact with genuine and important social situations as an important part of the advisors' preparation is emphasized by large numbers of teachers who listed experience in high-school and college activities. The experience may have been obtained either as member, prominent worker or officer in such organizations as athletic teams or associations, literary societies or

dramatic clubs, school papers or annuals, student associations, honorary societies, etc.

(3) The value to the advisor of a well-rounded personality and contact with life outside of the school is pointed out by teachers who mentioned extra-school experience in such vocations and avocations as newspaper work, salesmanship of many kinds, bookkeeping, church, young people's societies, Y.M.C.A., and the Red Cross. Others cited travel abroad in the country whose language they were teaching, public speaking and Chautauqua work, dress design, interior decoration, carpentry, electrical and stage work, membership in band or orchestra, music teaching, etc.

RESPONSIBILITY OF TEACHERS FOR SUPERVISION OF ACTIVITIES

An important factor in the efficiency of a teacher in any line of work is his conception of his responsibility for that work. Of no less importance is his conception of the conditions under which it is proper that this responsibility should be exercised. Insofar as extra-curricular life is concerned, it is clear that a great majority of the high-school teachers of Seattle believe that they, properly, are responsible for the supervision of such work (see Table II). Seven percent of the number contend that the responsibility is limited to minor activities or by availabilities of time. There is, however, an important minority of 20 percent who do not share the prevailing view. Their coöperation is none the less necessary if the program of activities is to achieve a splendid success. It is to be doubted that a more important problem confronts the administration of these schools than that of winning the support of this one-fifth of the teaching corps. Provision for frank and thoughtful discussion of the place of activities in the plan of modern secondary education would go a long way in that direction. After responsibility has been acknowledged, the problem remains as to what administrative arrangements should be made to carry it out. The teachers were asked to express their opinions as to which of the three plans described in Questions 2, 3, and 4 of Table II is best. A few more than one-half of the 220 teachers who then held advisory responsibilities voted on Question 2. Of this number 58 percent either disapprove of adding advisory responsibility to the regular teaching load or believe it should be done only in cases of minor

activities or with extra pay. The proposal to place the responsibility in the hands of special teachers was either flatly rejected (or approved for major activities only, such as dramatics, orchestra, athletics, etc.) by 65 percent of those who voted on it. By far the greatest interest was shown in the plan which is described in Question 3 and which proposes that advisory responsibility should be carried as a substitute for teaching. Ninety-three percent favor this plan, either outright or in case of the major activities. It is clear, therefore, that the substitution plan received the most decisive endorsement and that with certain important qualifications it represents the consensus of opinion of the group.

TABLE II.—RESPONSIBILITY OF HIGH-SCHOOL TEACHERS FOR SUPERVISION OF EXTRA-CURRICULAR ACTIVITIES

	Number of Answers	Percent of Answers
1. Do you feel that the work of the high-school teacher properly includes responsibility for supervision of some extra-curricular activity?		
Yes	161	74
Qualified yes (in case of minor activities, time available, included in daily schedule)	14	7
No	43	20
Total	218	101
2. In addition to the regular teaching schedule?		
Yes	48	42
Qualified yes	46	41
1. For minor activities, as regards time and amount of work	(40)	
2. With extra pay	(5)	
3. If necessary	(1)	
No	19	17
Total	113	100
3. As substitute for teaching?		
Yes	138	70
Qualified yes (in case of major, time-consuming or difficult activities)	46	23
No	12	6
Total	196	99
4. Should it be done by special teachers?		
Yes	53	35
Qualified yes (in case of major activities, such as dramatics, athletics, etc.)	59	39
No	39	26
Total	151	100

Some may be inclined to feel that any group of teachers would favor any plan which promised to relieve them of a part of their work. The writer does not accept that point of view. It is not borne out by the impression he has gained from contact with the many teachers whom he knows nor by facts concerning the length of the teachers' working day. No one who is familiar with the trends of progress in secondary education can fail to be profoundly impressed with the rapidly growing professional spirit of the teaching corps. In the data above described there is ample evidence of painstaking care in the preparation of replies. On many papers thoughtfully qualified answers were written. The question of an adequate amount of time for proper conduct of the advisory work was the subject of most of the qualifications. There is a pronounced tendency to classify activities as major or minor on the basis of the amount of time required to supervise them. When this has been done, the feeling of the teaching corps is that the classroom schedules of those who are to sponsor major activities should be appropriately lightened.

DIFFERENCES IN SUPERVISORY LOADS

The extent to which this feeling rests on an objective basis of fact may be set forth by a comparison of the supervisory loads of the two activities which are described in Table III. The foreign language club represents that large number of comparatively simple organizations which are described as "minor activities." The operetta, on the other hand, represents organizations which make serious inroads on the teachers' energies and are described as "major activities." Eleven of the items with respect to which organizations differ in their demands on sponsors are listed in the first left-hand column of the table and the data as reported by six foreign language and nine operetta advisors, respectively, are reduced to averages or terse descriptions in the second and third columns. An examination of these columns discloses the following facts: the operetta advisor supervises more than twice as many pupils as the language club advisor; he attends from 7 to 10 times as many afternoon (or night) meetings and spends in this way between 5 and 6 times as many hours. The operetta sponsor declares that he needs six special activity periods for every one that the

language advisor desires. The former has his pupils do such heavy work that he recommends school credit for all officers of the group and honor society credit for officers and members alike. The latter recommends honor society credit only and that for none but officers. The director of operettas recruits the membership of his

TABLE III.—DIFFERENCES IN SUPERVISORY LOADS OF TWO ACTIVITIES*

Items in Respect to Which Differences Obtain	Description of Amount and Quality	
	Foreign Language Clubs	Operettas
1. Average number pupil members	50 (Range 20-100)	106 (Range 35-175)
2. Meetings: Number per month	2	14-20
Time at which held	After school	Afternoon or night
3. Average number of hours per month spent	8.5	45
4. Average suggested number special activity periods per month	2 of 1 hour each	12 of 1 hour each
5. Average number of months of active work during year	9	1.75
6. Participants for whom graduation credit is recommended	None	Managers and principals
7. Participants for whom honor society is recommended	Officers	Managers and principals or all (1 advisor)
8. Members admitted on basis of	Membership in language classes	Trials before advisors
9. Excessive demands of activity	None; or too much work (1 advisor)	Too much time (4); Nerve strain (3); Interrupted class work (1)
10. How would a special activity period facilitate work of activity?	More pupils attend	Minimize class interruptions and irregular rehearsal attendance
11. How should advisor's work be recognized?	In principal's rating (3); reduce load (2); extra pay (1)	Reduce load (5); Principal's rating (1)

*This material has been derived from statements of advisors of six foreign language clubs and of nine operettas.

organizations by the laborious methods of trial and complains of the severity of the time demands and nerve strain, whereas little burden and less complaint on these grounds is reported by the language sponsor. When asked how a special period would help, the operetta director thinks first of the correction of annoyances in the shape of interrupted class work and irregular attendance on rehearsals. The language advisor reports no troubles, but replies merely that more pupils might be enabled to attend. When asked

how his work should be recognized, the former refers immediately to the heavy time load, whereas the latter emphasizes the principal's rating. It is not difficult to understand how from 5 to 7 weeks of responsibility for an operetta might seriously impair the health of an unduly conscientious teacher. No such serious trouble is likely to proceed from even a most meticulously faithful acquittal of one's duties as a language club advisor. It is not that the operetta offers educational advantages that are superior to those of the language club, for a convincing case can be made for one club as easily as for the other. Nor is it profitable to infer that the advisor of the one is giving yeoman's service for the school while the other enjoys a sinecure. The difference lies in the simple fact that the operetta entails an enormously greater burden of time and labor than the language club. And the feeling of the teaching corps is that the administrative provisions under which they work should be flexible enough to make due allowance for serious burdens of this kind.

The validity of this point of view is supported by the results of a considerable number of studies of the teachers' working day. In none of the studies that have come to the writer's attention is the average time load of the high-school teacher described as less than an 8-hour day in a $5\frac{1}{2}$ to 6-day week. Under these circumstances, when the teacher's load is increased by the assumption of the advisorship of a major activity for an extended period, he is forced either to curtail the amount of time which may be devoted to preparation for instruction or to run the risk of overwork and consequent impairment of working efficiency or even of health. If he follows either of these courses and if he is not an extraordinarily vigorous fellow, he will fail to give a sufficient amount of time and attention to his advisory duties. The administrative efficiency of any school, therefore, is open to question when it is organized in such a way as to require a number of teachers for extended periods to spend more than an 8-hour day on school duties.

CHAPTER X

FINANCIAL ADMINISTRATION OF EXTRA-CURRICULAR ACTIVITIES

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A program of extra-curricular activities costs money. This involves both raising and spending. As high schools have increased in number, enrollment, and curricular offerings, so have they increased in number and complexity of extra-curricular opportunities, organizations, and activities. In the past, and in fact in many schools now, these activities have not been sufficiently recognized officially and school administration has made little or no provision for conducting them along reasonable and business-like lines. They grow up, some better and some worse, and few of them with as sound and sympathetic guidance as might well be. If the activities themselves are merely permitted to grow up, certainly little more can be said of their financial administration. The present demand for efficiency in educational affairs, together with the necessity for a closer and more effective organization of extra-curricular activities (especially since many schools require all pupils to participate in them to some extent), has brought with it a most sensible demand that these activities and their finances be handled in accordance with sound business principles.

A number of reasons may be brought forward in support of such a practice. In the first place, all of the pupils in the school will handle funds of their own and many of them will go into positions of trust in which they will handle funds of employers or of the public. The very best method of handling money is the least we should expect our students to participate in or to witness. Careless handling of public or organization money may lead to careless handling of individual money, or a contempt for the school allowing such carelessness. In the second place, various organizations of the school frequently have money left over at the end of

the year, and in consequence, hasty and foolish disbursements are not at all uncommon. The pupil himself rarely sees the weakness of the statement that "we raised it and we can spend it as we please." Another reason for exercising some sort of supervision is that the principal is the head of the school and responsible for all that goes on in it. This responsibility includes that of keeping in touch with the student activities and their finances. His time is too valuable to be spent in scrutinizing and trying to read reports that are not uniform and that have to be explained to him. A final reason supporting the demand for efficient financing lies in the situation often found in which each organization handles its finances in its own way. In such cases each organization has its own treasurer and these treasurers make separate reports (if they make reports at all), keep separate accounts, and do separate banking. Scattered accounts, books, records, etc., and duplication of function and work combine to make this so-called 'system,' an uncoördinated confusion. With numerous accounts to be audited, audits are not frequently made. There is neither correlation of finances nor of activities. Desirable results in financing are possible only where the system guarantees something approaching uniformity in the handling of funds.

Efficient financial administration of student activities is, therefore, exceedingly important. Although, owing to limitations of experience in the schools and of space in this presentation, it cannot be completely treated, some suggestions can be made for improving the typical situation. Our presentation falls under five heads: (1) practices in raising funds for extra-curricular activities, (2) the per-pupil cost of these activities, (3) further description of the general organization of, and other practices pertaining to, financial administration, (4) types of financial organization and accounting, and (5) the finance committee and its work.

I. PRACTICES IN RAISING FUNDS FOR EXTRA-CURRICULAR ACTIVITIES

The funds by which extra-curricular activities are supported come, at the present time, from a variety of sources. Among the most common are the following:

- Athletics
- Dramatics
- Musical programs, concerts, etc.
- Fairs, circuses, bazaars, etc.

Lyceum courses, lectures, picture shows, etc.
Fees, dues, and assessments
Sales of candy, pennants, books, supplies, etc.
Activity tickets
Profits on various activities, publications, etc.
Subscriptions, donations, and collections
Fines: book, violation, etc.
Interest on funds
Tag days
Profits from the cafeteria
Sale of junk, scrap iron, rags, papers, etc.
Locker fees
Grants from the board of education

A brief commentary on some of these sources is all that will be ventured, although they are deserving of more extended treatment. In order to meet the heavy expenses of an athletic season, good-sized crowds must be assured. Good-sized crowds do not attend games of losing teams. The team must win in order that the season's expenses may be met, in order that there may be a team next year, etc. Winning is emphasized, often largely to the exclusion of the other qualities upon which coaches and captains frequently ostensibly justify their games. The case is still worse if other activities depend upon the financial support received from athletics. It will be a great day for interscholastic relations, as well as for secondary education in general, when school boards subsidize athletics and charge a nominal fee (or none at all) for admission to these contests. However, during a good season athletics can contribute considerably to the general school fund. Dramatics, musical programs, fairs, etc., are good money-makers. Their expenses are usually small, while their incomes are usually large. Clubs and organizations may have dues and fees, provided they are nominal. The chief danger in conducting lyceum courses, lectures, picture shows, etc., is in the financial risk involved. In many schools the "G.O.", or General Organization, conducts a store where candy, supplies, etc., are sold, and any profit resulting is turned into the general fund. In some instances pressure has been brought to bear by town business men to have this store closed, because it hurts "legitimate" business. In some schools a candy table is kept at noon. Serious questions of dietetics may be involved in this. Many high schools are now imitating colleges in charging each pupil an activity fee as he enrolls. This fee entitles him to a ticket which admits him to all of the activities of the year. A slight variation of this is the plan whereby a pupil is sold a ticket which entitles

him to admittance to these activities. The main weakness of this plan, as far as financial obligations are concerned, is that such a ticket necessarily costs quite a sum and this tends to discourage buying, even though this sum would be much smaller than the combined prices of the activities attended. In one way, it is sound business procedure, since it allows a more accurate estimate of the budget for the year. Annuals, newspapers, and the like, should not be made profit-making affairs. If substantial profits are made, these should be returned in the form of more or better publications, activities, etc. Having the pupils make subscriptions to the fund is much more dignified and business-like than taking collections or holding 'tag days.' It is, however, merely a makeshift. Difference of ability to subscribe, zealotness of workers and subscribers, etc., tend to make this practice of questionable value. Turning all book fines into the general fund is hardly proper. Moreover, fines and penalties for violations of rules, traditions, etc., are usually small and irregular. There should be no attempt to build up a large, interest-bearing fund. The larger this fund, the smaller the current support of school activities. A reasonable surplus is, nevertheless, good business. The tag day is only glorified begging. It cheapens not only the activity for which it is conducted, but its financial return is always low in comparison to what it might have been, had a more dignified and worthy means been employed. Progressive cities have abolished tag days of all sorts and have established 'Community Chests,' supported by taxation, and administered by a committee, out of which funds are paid to worthy causes as the budget, previously made up, calls for. The practice of using the profits of the cafeteria to support extra-curricular activities cannot be justified. Good high-school cafeteria management demands that the cafeteria be usually self-supporting, but that it be not a maker of profit, for profit is not its purpose. Any profit beyond reasonable protection should be returned in the shape of increased service to the pupil patrons.

After all, if these extra-curricular activities are of value, they are worth spending tax-money for. School boards have been moving increasingly toward supporting them, *e.g.*, by permitting them to be given places in the schedule, by allowing teachers' time for handling them, by appointing directors of them, and by buying equipment for them. The next step will be the board subsidizing

them so that all the slipshod, uncertain, and unbusiness-like methods of trying to support them will be abolished. Such a procedure will accomplish two things at least: first, it will add to the dignity and importance of these activities, and second, because school money is being put into them, it will mean that more definite and tangible results will be demanded. Small admission fees might still be charged, but the main bill would not be paid by a collection of small moneys raised in all sorts of ways and from all sorts of sources.

II. A STUDY OF COSTS OF EXTRA-CURRICULAR ACTIVITIES

The High Schools Represented: In order to get an idea of the manner in which extra-curricular funds are handled, more than 1000 questionnaires and some 200 letters were sent to high schools in all parts of the country. The data gathered from these are not absolutely accurate and are not presented as final, but they do at least reveal more about these practices and procedures than we have known before, and they do show some general tendencies which are worth considering. Nearly 400 schools are represented in these returns. Some schools are, of course, represented in certain items but not in others. The total number of schools represented in the various items is usually about 275 to 300. The enrollments of these schools range from 30 to 4700 pupils. Thirty-six percent of these schools enroll fewer than 500 pupils, twenty-eight percent enroll from 500 to 1000, and thirty-six percent enroll more than 1000 pupils.

Per-Pupil Costs of Extra-Curricular Activities: On account of the large number of variables that may enter, figures on per-pupil costs are not accurate. The data in Table I and Fig. 1 give a general idea of the magnitude of these costs. They are seen to range widely from school to school.

The total amounts of money handled through the extra-curricular organizations, as scheduled by the 268 schools, ranged from \$300 to \$125,000; the median amount was about \$4,000. In some instances the cafeteria is included in data reported. Because the cafeteria is not an extra-curricular activity, and because in most cases its funds, expenses, and disbursements would be disproportionate to the real activities, such returns were not considered in the table. From the figures it will be seen that the median annual cost per pupil of extra-curricular activities in these schools is some-

where between six and seven dollars. Dement, in her study of ten schools,¹ found a slightly higher per capita cost.

TABLE I.—APPROXIMATE ANNUAL PER-PUPIL COST OF EXTRA-CURRICULAR ACTIVITIES IN 268 HIGH SCHOOLS

Per-Pupil Cost	Number of Schools	Percent of Schools
Less than \$1.00.....	5	1.9
\$1.00 - 2.00.....	28	10.4
2.01 - 3.00.....	20	7.4
3.01 - 4.00.....	29	10.7
4.01 - 5.00.....	19	7.1
5.01 - 6.00.....	19	7.1
6.01 - 7.00.....	31	11.6
7.01 - 8.00.....	21	7.6
8.01 - 9.00.....	9	3.3
9.01 - 10.00.....	17	6.3
10.01 - 11.00.....	11	4.0
11.01 - 12.00.....	8	3.6
Over \$12.00	51	19.0
Total	268	100.0

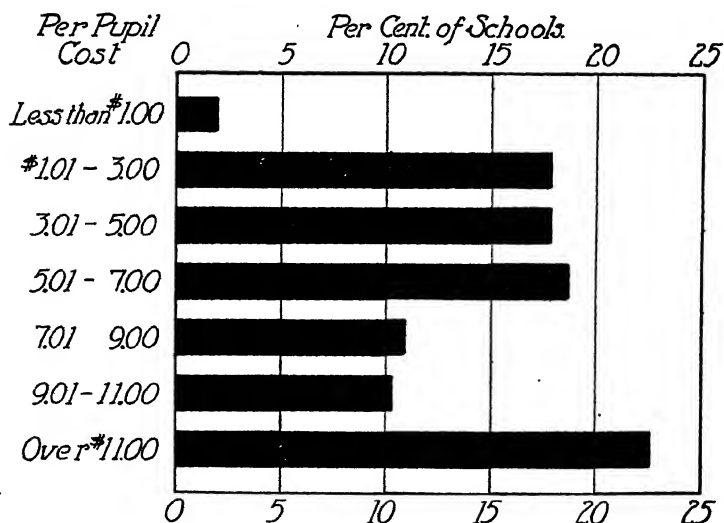


FIG. 1.—PERCENTAGE DISTRIBUTION OF 268 HIGH SCHOOLS BY THE APPROXIMATE ANNUAL PER-PUPIL COST OF EXTRA-CURRICULAR ACTIVITIES (FROM TABLE I)

¹Dement, Alice L., "Values in extra-curricular organizations in the high schools," *School Review*, 32: January, 1924, 40-48.

III. DATA PERTAINING TO THE GENERAL FINANCIAL ORGANIZATION AND RELATED PRACTICES

Of the heads of high schools represented in the foregoing section, inquiry was made for information concerning practices in general organization for financial administration of extra-curricular activities. The returns are reported directly by quoting the questions put and the frequency with which certain types of answer—mostly “yes” or “no”—were made.

1. Is the active treasurer teacher or pupil?	Principal, teacher or secretary, 237; Pupil 35; Both 20	
2. Is the treasurer bonded?	Yes, 42	No, 240
3. If so, how much? Range, \$1000 to \$15,000.	Median, \$5000.	
4. Do you have a school bank?	Yes, 47	No, 245
5. If so, is it operated by the same organization that handles the extra-curricular funds?	Yes, 15	No, 32
6. Do you have a central treasurer?	Yes, 169	No, 103
7. Is all money deposited in one fund?	Yes, 140	No, 138
8. If so, are depositors (such as organizations and activities) allowed to withdraw as much as they deposit?	Yes, 116	No, 46
9. Or may they withdraw as much as needed, irrespective of amounts of deposit?	As much as needed, 56	
10. Do you include finances of cafeteria in extra-curricular accounts?	Yes, 29	No, 222
11. Do you include supplies, book sales, etc., in extra-curricular accounts?	Yes, 25	No, 258
12. Do you include locker fees in extra-curricular accounts?	Yes, 21	No, 230
13. Are deficits paid by the board of education?	Yes, 38	No, 222
14. If not, how are they paid?	{ Carried over, paid or borrowed from general fund, entertainments, etc.	
15. Is the central office of your financial organization in the principal's or superintendent's office?	Yes, 218	No, 49
16. Is the financing of extra-curricular activities and the accounting therefor in charge of the commercial department?	Yes,* 78	No, 188
17. Does a committee, board of finance, or the like, pass on requisitions or requests for money?	Yes, 132	No, 115

IV. TYPES OF FINANCIAL ORGANIZATION AND ACCOUNTING

Three different types of financial organization will be presented. These are not essentially different in principle, but vary as to the mode, place, and personnel of operation.

* Four other schools report that deficits in athletics only are paid by the board.

* Some of these schools do not have a commercial department. On several returns it was stated that this department would handle finance if there were such a department in the school. Probably about half of the schools having commercial departments administer the extra-curricular finances through them.

First Type: The first type can be introduced relatively easily into any school. In this type the financial affairs of all organizations of the school are operated in and through the principal's office. In a small school this work can be done by the principal or the superintendent's secretary; while in a large school, where there may be sufficient work for one person, there might be employed a financial secretary or a person bearing a similar title.

Many different blanks might be used. The following are suggested as essential and practicable. Illustrations of most of these are presented, as well as a brief discussion of their use and value:

1. Central Treasurer's Receipt
2. Pay Order
3. Treasurer's Check or Voucher Check
4. Requisition Blank
5. Ticket Report

The central treasurer has the task of collecting all fees charged against pupils of the institution, receives all funds raised by any organization or society of the school, is the custodian of all school (not board of public education) funds. In short, this person is the treasurer of the school and of all of its organizations. He should be properly bonded; he should prepare financial reports for the organizations at stated intervals; he should have regular office hours, and should be always easily available.

Each organization of the school should have the same freedom in the use of funds as though it had an elected treasurer from its own group. In fact, the central treasurer should not supplant the organization treasurers. These would still function in the collection of organization fees, assessments, funds, etc., from the pupils. In this arrangement these funds would then be deposited with the central treasurer and would be disbursed by the central treasurer upon a disbursing order issued by the proper disbursing officer of the organization. Whenever any organization treasurer has money to be deposited with the central treasurer, he should make his deposit and receive a duplicate carbon copy. The form of the *receipt* might be as follows:

CENTRAL TREASURER'S RECEIPT
 Classical High-School Activities Association
 Office of the Treasurer

Mishew, N. W. _____ 192__ No. _____

Received from _____ \$ _____

_____ Dollars

On account of _____

which is to be credited to _____ account

 Treasurer of Classical High-School Activities Assoc.

This receipt should be printed in two colors, one for the original and one for the duplicate. The original is retained by the central treasurer; the duplicate becomes a part of the records of the organization making the deposit. The central treasurer should keep a complete file of his original receipts, by organizations, after he has made the necessary entries. By this method there could never be any doubt as to the exact amount of money which an organization turns in to the central treasurer. Both the organization depositing and the central treasurer have a check upon each other, and at the end of any given period of time, the organization, by totaling its receipts, may know the amount of its balance.

Whenever the disbursing officer of any organization desired to pay a bill, he would issue a *pay order* to the central treasurer which might appear as follows:

PAY ORDER
 Classical High-School Activities Association

Mishew, N. W., _____ 192__ Order No. _____

Pay to the order of _____ \$ _____

_____ Dollars

For _____ as per attached
 invoice and charge same to _____ account

Approved _____
 Sponsor

O.K. _____
 Principal

}

 Disbursing Officer of
 _____ Organization

This pay order should also always be issued in duplicate of different color. The original should be delivered, together with the invoice to be paid, to the central treasurer; the duplicate should remain with the records of the organization. Upon receipt of a pay order, the central treasurer would issue a *voucher check* for the amount of the invoice, retaining a record on the check stub. Because of general acquaintance with such a form, it is not shown here. In case this form of check were used for paying bills, it should be accompanied by a *remittance advice*, so that the vendor may know the items covered by the check.

For use in purchasing goods *requisition orders* should be supplied to the organizations of the school. These should be issued in triplicate, and after approval, should go one to the vendor, one to the organization disbursing officer, and one to the central treasurer. The following is a sample of such an order:

Classical High School		No.
		Date
M		
.....		
Please furnish the following materials		
To		
Quantity	Articles	Price
.....		
.....		
Ordered by		
Charged to		
Classical High-School Activities Association		
Per		

A report on the sale of tickets for a campaign or entertainment should be required. No tickets should be issued without a signed receipt for the number issued, and upon the close of the ticket sale a complete account of tickets and money should be furnished on a form provided for this purpose. Other records and blanks may be arranged and prepared according to the local needs of the high school.

The system of bookkeeping employed should be thorough and accurate, but not tedious or cumbersome. A standard columnar book, preferably loose-leaf, which can be purchased at any supply store, is sufficient. Since these books are available in several sizes, the needs of the school will determine the size of the sheet to be used. This plain loose-leaf book may serve as ledger, cash-book, distribution ledger, or any other accounting service not mentioned here. The first pages of this book should be reserved for the daily or weekly entries of all transactions, irrespective of organization or purpose. This may be called the General Account. It would appear somewhat as follows:

CENTRAL TREASURER'S GENERAL ACCOUNT
Classical High General Account

Date	Items Handled	Receipts	Total Receipts	Check No.	Dis-bursed	Total Disbursed	Bank Balance
Jan. 1	Balance forward						\$4,672.60
Jan. 5	Athletic (Basketball game)	82.35					4,754.95
Jan. 5	Junior Class Pennants.			860	81.60		4,674.35
Jan. 7	Athletics (Traveling Exp.)			861	14.75	96.35	4,658.60

There should be a sufficient number of sheets in the standard columnar book set aside in the first part of the book to operate the general account for an entire year.

Following this account will be entered an account sheet for every organization or activity in the school. These should be arranged in alphabetical order. If the account book is a loose-leaf binder, new accounts may be added in the alphabetical arrange-

ment at any time during the year. Below is an illustrative account of one of the activities of the school.

ILLUSTRATIVE ACCOUNT OF ONE ACTIVITY
Classical High School Athletic Association

Date	Item	Re- ceipts	Total Rept.	Check No.	Dis- bursed	Total Dis- bursed	Bank Balance
Jan. 1	Balance in Treasury.....						\$1,262.40
Jan. 5	Maxwell Basketball Game.	82.35					1,344.75
Jan. 7	Traveling Exp. to Honken			861	14.75		1,330.00
Jan. 15	Purchase of supplies.....			867	53.20	67.50	1,276.80

A trial balance on the above account can always be struck by taking the sum of the receipts of all accounts and comparing it with the sum of the receipt column in the general account. A similar total of all disbursements of all accounts should be the same as the final total disbursements in the general account. The sum of the bank balances of all accounts should always be the same as the final bank balance shown in the general account.

Monthly reports of all funds of the school can and should be made to the high-school principal. In case an organization should make a request for the expenditure of any large sum of money, a wise and intelligent decision may be given after consideration of the monthly reports of all organizations. Moreover, any surplus to the credit of one account may be used to pay a temporary deficit in another account. The monthly reports are the basis upon which budgets for the next year can be estimated.

Various other forms might be useful for reporting funds to the central treasurer. In some schools a complete report form for athletic contests is used in accounting for all the receipts and expenses incident to a contest. A form of this sort must be submitted to the central treasurer with the deposit of the receipts of the contest. There might also be a summary account of any performance (athletic, dramatic, music, etc.) for which a charge is made. This form would be prepared in duplicate—one copy going to the sponsor of the organization staging the activity and the other to the central treasurer at the time a deposit of the funds is made by the organization. The report to the central treasurer is not important

unless he or his committee has some voice in disbursement of funds. If the dramatic club can spend its money as it chooses, then there is little value to be derived from reporting this to the central treasurer.

Second Type: In the second type of financial accounting for extra-curricular activities, the necessary forms and books may not be essentially different from those described in the first type, although actual ledgers, cash book, and distribution ledger may be used in place of the single book described above. This type of accounting is found in schools where all accounting for extra-curricular finances is in the hands of the commercial department. It provides a worth-while correlation of the department of business education with the various extra-curricular activities.

It is now generally realized that the extra-curricular activities offer extensive and justifiable means for educative effort. In these activities there are a number involving business relations and presenting a great number of real business problems. The question often asked is: If these activities represent an endeavor on the part of the school to give the pupils a more active participation in the actual dealings of life, why should not the department of business education develop the principles and appreciation of business relations in their financial management and control?

Under this system, the business department is given charge of all the funds of extra-curricular activities, with the teacher in charge of the department acting as the central treasurer of the school. This central treasurer becomes responsible for all money deposited in the central treasury. An official auditor is likewise appointed from the faculty of the business department. Under the direction of the latter, student auditors work, who, through the responsibilities of handling genuine accounts, gain valuable experience and a sense of the importance of such work.

In the business department there would be organized a school bank with a banking window through which deposits could be made and checks cashed. This equipment gives the atmosphere of actual banking practice. Organizations which wish to draw cash or secure checks for bills to be paid on their accounts would present a pay order properly authenticated and, in return, cash or a signed check would be issued to them on their accounts. The students of

the business department become the clerks, tellers, bookkeepers, and cashiers of the bank. This gives them experience in the responsibility for, and handling of, considerable sums of money.

The essential difference between this plan and the first type suggested lies in the fact that the actual clerical, bookkeeping, and financial work is being done by students of the commercial or business department under the supervision of their central treasurer, whereas in the first type all this work is done by the treasurer alone. A portion of the business department becomes the banking headquarters of the school. Many of the student leaders of the extra-curricular activities are not enrolled in the business department, but all are under the control of the business department as far as the business relations of the respective organizations are concerned. It must be kept in mind that the business department acts only in the capacity of banker. It has no authority in the matter of allocating expenditure of funds.

All letters dealing with extra-curricular activities are dictated, typed, and mailed by the business department; all accounts kept are real accounts; and salesmanship classes receive practical experience in sales work, for all ticket sales and campaigns are put on under the direction of the business department.

Third Type: The third and most complete type of financial organization consists of the operation of a real school bank, which handles both individual and organization accounts. This would be a wider extension of the second type and would give practical banking and business experience to a great many more pupils in the business department.

Under this system, the school bank would be equipped with several teller's windows and places for individual deposits, and real bank books would be issued to each person or organization opening an account. The deposit books could, for the sake of economy, take the form of those used by the Educational Thrift Service. All pupils who desired to do banking would go directly to the school bank to make deposits or withdrawals. For each pupil or organization-depositor, an account would be opened in the ledger. Consequently, it would be necessary to have large loose-leaf ledgers, so that as new accounts would be opened, a sheet could be made out and inserted in its alphabetical order among the other

accounts operating. It might be arranged that organizations and individuals would be granted interest to the amount of two or three percent on their savings accounts, provided all money received could be deposited in the savings department of a commercial bank paying an interest of three or four percent. No interest would be paid the pupil on his savings until he had saved continuously for a certain period of time, or until his savings totalled a certain amount, at which time accrued interest would be credited to all accounts. Only a sufficient amount of money to meet the actual expenses of the extra-curricular organizations would be kept in the checking account of the student association; all other money would be entered in the savings account of the commercial bank. The treasurer of such a system should be bonded in the amount of the largest sum of money on hand at any time during the year. The difference between the interest paid the student on savings and the amount paid by the commercial bank on the savings account would defray the expense incident to such an organization and would also give a small amount to be added annually to the general account of the school.

V. THE FINANCE COMMITTEE AND ITS WORK

The school should have the financial affairs of its extra-curricular activities 'headed up' by a board of finance, finance committee, or similar body. This body may be elective or appointive, preferably the latter. It should represent the general main interests of the school, not particular activities, and should be composed of both faculty members and students.

An excellent arrangement where there is a council or other central representative body is to have a finance committee as a standing committee of this body. The chairman at least should be a member of the council. If desired, other members may be chosen from the school at large. The head of the commercial department, or some other competent faculty member, acts as advisor. This advisor probably should be the central treasurer. If not, the treasurer should be a member of the committee. The committee does not legislate. It is an advisory committee, making suggestions, preparing budgets, hearing requests for funds, etc. It is a clearing house for all financial matters. It deliberates on matters and then

recommends to the council the action it advises. The council can then accept or reject its report as it sees fit. This type of committee is necessary in schools in which all of the moneys are placed in a common fund and used for the good of all activities, irrespective of source.

It goes without saying that the council, finance committee or other competent body, should make a budget for the year, which should include all the recognized activities of the school. Each activity should prepare its own budget, and the committee should then base its budget on these smaller budgets. This general budget, after adoption, then becomes the financial guide of the school for the year. Such a budget may vary all the way from a mere statement of a lump sum to be allocated, to the intricate and carefully worked out scheme used at Tulsa, Oklahoma, in which each activity is assigned a percentage of the total income. This system corresponds somewhat to the millage system used in many states for the allocation of finances to education and other departments. In addition to budgeting, this committee should be responsible for the proper auditing of all accounts at least once each semester. The complete financial statement of the school should be published in the school newspaper or magazine at least once each year.

Not all of the possibilities in regard to efficient handling of the financial affairs of extra-curricular activities have been mentioned in this section. What has been attempted is merely to suggest basic principles and a reasonable type of financial administration which will not only add to the dignity and effectiveness of these activities, but which will also be educative to the pupils participating in them. No system can be taken over bodily by any school. Consideration of the local situation, its conditions, possibilities, and limitations must precede any attempts to fit a system to it. A careful, accurate, and business-like procedure does not spring up over night. It must be developed slowly and substantially.

CHAPTER XI

SPECIAL TYPES OF ACTIVITIES: STUDENT PARTICIPATION IN SCHOOL GOVERNMENT¹

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THE THEORY OF STUDENT PARTICIPATION AND CITIZENSHIP TRAINING

American schools to-day are attempting to provide a training that will fit boys and girls to perform more efficiently the duties and to solve more wisely the problems entailed under a democratic form of government. Citizenship training is not a new task. We have evidence² that from the early formative years under our national constitution our American forefathers realized the need of citizenship training for the youth of the land. Even before 1860, courses dealing with our history and with the machinery of government, particularly with the constitution, were established parts of the school curriculum. There was, even then, faith that if children *read* the facts of history and civics, they would be trained to take their proper places as citizens in a democracy.

But to-day education is no longer conceived of as a process of memorizing facts; it is a process of giving children experiences that shall be of value or use to them in life. The central theory is that each individual engages in activities of many varieties. Students of education are investigating what these detailed activities are and how they may be made a part of the school's program. Already it is evident that there are many things that one has to do in life in addition to the experiences represented in the traditional programs of subject matter in the school.

It is in recognition of these broader objectives that the modern school is attempting to provide pupils with an opportunity to engage in many activities that have come to be called extra-class or

¹ The writer is indebted to Mr. C. F. Poole, a graduate student in Colorado State Teachers College, for the tabulation of many of the data reported.

² See the *Twenty-Second Yearbook* of this Society, Part II, Chapter IV.

³ In reality, they are not "extra" activities but are an integral part of the normal experiences of individuals. In the broad sense they represent a significant phase of the school's curriculum.

extra-curricular activities.³ Thus, the modern school is apparently incomplete if it does not provide in its program opportunities for pupils to engage in activities such as are described in this Yearbook. School programs and class schedules now recognize dramatics, debating, the school paper, assemblies, pageants, operettas, choruses, and glee clubs as essential pupil activities. Schools endeavor to explore the interests and hobbies of pupils by a varied program of club activities. They attempt to promote and direct athletics in order to realize more adequately the educational values of such activities. And they are also attempting to give pupils increased opportunities to control their own school activities by means of student participation in the government of the school. It is to this phase of the movement that this chapter is devoted.

Everyone recognizes the value of pupils learning how to manage their own affairs. In the home their training should provide for this also. The school in contemporary life is, however, the great common agency to teach pupils the implications of government. And in this movement we discover an attempt to make civic training more practical for the average citizen. No one would gainsay the value of knowing the procedure of our governmental institutions as presented in civics courses. But it is evident that this type of civic experience alone is insufficient. Pupils should learn to know their duties as citizens. They should acquire skill in behaving in their community—whether it be the school, the city, or the nation—as citizens should behave. So the modern school is increasingly providing agencies that have as their objective—student participation in the government of the school.⁴

WHAT THE PUBLISHED LITERATURE REVEALS CONCERNING THE PRACTICE OF STUDENT PARTICIPATION IN SCHOOL GOVERNMENT

To discover the status of student participation in the government of the school, the writer analyzed fifty published articles that discuss the movement and collected data by means of a questionnaire sent to 300 junior and senior high schools. Replies were

⁴Early experiments discussed *student government*. But attempts to give students complete student government failed. So today schools have learned, as we shall point out subsequently, that at most the school should attempt to give pupils, not complete control, but opportunities to participate in school government in so far as they are able to do so. It is well to recall Bagley's insistence that adult control of children is not a necessary evil.

received from 191 schools, representing all sections of the country and forty different states. The results of the evidence from the two sources are next presented. From them one can generalize

TABLE I.—FREQUENCY AND RANK OF THE CHIEF OBJECTIVES, VALUES, OR CLAIMS FOR STUDENT PARTICIPATION IN THE GOVERNMENT OF THE SCHOOL AS REVEALED BY AN ANALYSIS OF FIFTY ARTICLES DEALING WITH THE TOPIC

Objectives	Frequency of Mention	Rank
1. To train for worthy citizenship through the development of coöperation, self-control, self-reliance, initiative, and responsibility.....	33	1
2. To establish better understanding, better spirit, and coöperation between students and faculty.....	13	2
3. To develop interest in school work, school spirit, and school pride	9	3
4. To develop intelligent leadership.....	6	4
5. To provide for pupil expression.....	1	5

with considerable precision concerning the practice to-day of student participation in the government of the school.

Values of Participation: It may be seen in Table I and Figure 1 that writers discussing the subject of student participation

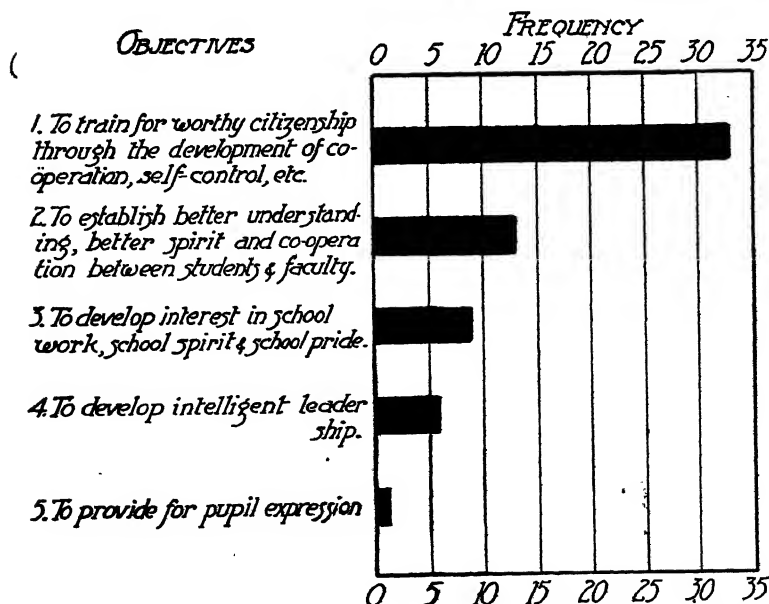


FIG. 1.—FREQUENCY OF RECOGNITION OF THE CHIEF OBJECTIVES, VALUES, OR CLAIMS FOR STUDENT PARTICIPATION IN SCHOOL GOVERNMENT (From Table I)

have in mind the citizenship value of the movement above all other objectives. Two-thirds of them assert that worthy citizenship is promoted by means of student participation in the control of the school. While these assertions are not proved by means of quantitative evidence, nevertheless, they are entitled to serious consideration because they represent the convictions of school men that have actually experimented with the movement. This first claim, or objective, being the only one that a predominant part of the writers emphasize, is in all probability the only value of high significance.

Principles Guiding Participation: It is of distinct value to study what the literature published through more than two decades tells us about principles upon which student participation in school control is or should be established. These principles, or rules, are presented in Table II. The first and second of these are highly important. Many experiments involving the participation

TABLE II.—THEORIES AND PRINCIPLES UPON WHICH STUDENT PARTICIPATION IS OR SHOULD BE ESTABLISHED
(As revealed by an analysis of fifty articles dealing with the topic)

Theories and Principles	Frequency	Rank
1. Student participation should be introduced gradually....	21	1
2. The machinery should be simple.....	12	2
3. It makes school administration easier and more pleasant..	9	3
4. It must come from within the school and not be imposed from without by authority.....	8	4.5
5. Student meetings, such as council, class and club meetings, should be given a regular place in the program of the school	8	4.5
6. Student participation is a good way to utilize adolescent, instinctive activities	7	6.5
7. Pupils should have a voice in disciplinary problems.....	7	6.5
8. Faculty advisers or sponsors should attend all meetings of the students.....	6	8
9. Student participation in the management of the school is the most logical way to teach civics.....	5	10
10. The old autocratic plan of school management is not satisfactory	5	10
11. The schools have not been successful in teaching worthy citizenship	5	10
12. It should not be considered a disciplinary device.....	2	12.5
13. Student participation in the school government is the best way for teaching respect for law.....	2	12.5
14. Student participation helps break down class barriers in school	1	15
15. Scholarship is improved through student participation...	1	15
16. Pupils are developed socially by participating in school government	1	15

of students in the control of school affairs have broken down through failure to observe them. One should not attempt to inaugurate the movement all at once. At the outset when a situation develops, particularly a relatively simple one that perhaps can be handled wisely by the students, propose to them that they assume responsibility for the management of this situation. And if this is successful, add other responsibilities gradually. Another error consists in assuming that the complicated forms of our long developing adult machinery of government are both necessary and essential to school government. Introduce student control gradually, make the machinery as simple as possible, and principle three becomes a reality.

It is obvious also that students themselves in a genuine way must have the desire to control their own affairs; student control cannot be imposed upon them. The instinctive adolescent tendencies, such as social activity, approval, and the like, can well be utilized. The supreme problem is just this—how to make such experiences a part of the regular activities of every pupil. Pupils will need direction, advice, and counsel. The school principal and faculty must be patient, sympathetic, and kind in their help.

One writer severely indicts the traditional school control by asserting that it is autocratic and militaristic.⁵ Student discipline has long been a thing of grave concern to school administrators. The experience of student control of school affairs would indicate that when responsibility is given pupils and opportunity is afforded for learning to control their own affairs, one may expect a better atmosphere in the school. When they have an opportunity to learn *how* to do, instead of being told *what* to do, one may expect a development of student control that will tend to give the pupils the lessons of citizenship that they need. The school may well make itself the laboratory for training pupils for efficient citizenship.

The obstacles listed in Table III, while not significant from the point of view of frequency of mention in the fifty articles dealing with student participation in school control, are nevertheless suggestive. The low frequencies may be explained in part by the fact that these problems were not uppermost in the minds of the writers on this subject, especially at the time of writing. Running through all the literature one finds the insistent need of sympathy and guid-

⁵ King, Irving: *Social Aspects of Education*, Ch. XVI.

ance on the part of the principal and his faculty. The testimony is repeated again and again that the great problem is to make student participation something more than the activity of a few pupils.

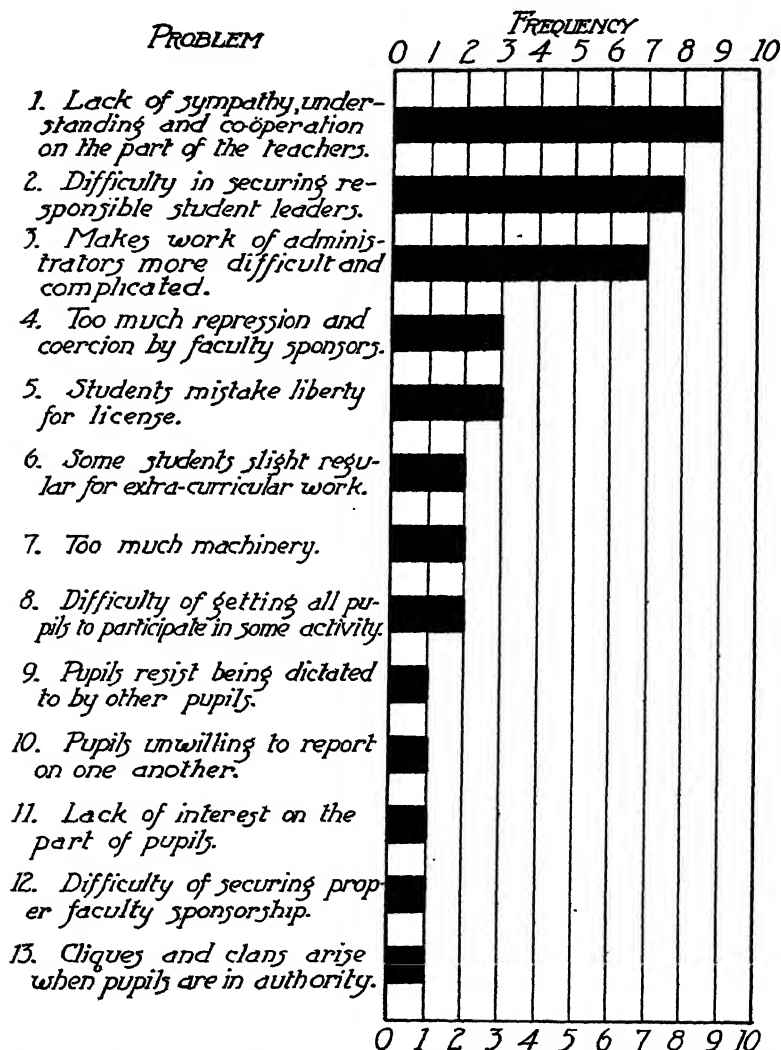


FIG. 2.—FREQUENCY OF MENTION OF THE CHIEF OBSTACLES ADMINISTRATORS FIND, OR MAY EXPECT TO FIND, IN THE MANAGEMENT OF STUDENT PARTICIPATION IN SCHOOL GOVERNMENT (From Table III)

The development of a plan whereby *every* pupil is made an integral part of the movement should be the paramount objective of the school administrator and his staff.

TABLE III.—CHIEF OBSTACLES ADMINISTRATORS FIND, OR MAY EXPECT TO FIND, IN THE MANAGEMENT OF STUDENT PARTICIPATION IN SCHOOL GOVERNMENT (As revealed by an analysis of fifty articles dealing with the topic)

Obstacles	Frequency	Rank
1. Lack of sympathy, understanding, and coöperation on part of teachers.....	9	1
2. Difficulty in securing responsible student leaders.....	8	2
3. Makes work of administrators difficult and complicated..	7	3
4. Too much repression and coercion by faculty sponsors....	3	4.5
5. Students mistake liberty for license.....	3	4.5
6. Some students slight regular work for extra-curricular work	2	7
7. Too much machinery.....	2	7
8. Difficulty of getting all pupils to participate in some activity	2	7
9. Pupils resist being dictated to by other pupils.....	1	11
10. Pupils unwilling to report on one another.....	1	11
11. Lack of interest on the part of pupils.....	1	11
12. Difficulty of securing proper faculty sponsorship.....	1	11
13. Cliques and clans arise when pupils are in authority....	1	11

WHAT THE ANALYSIS OF RETURNS FROM A QUESTIONNAIRE REVEALS CONCERNING THE PRACTICE OF STUDENT PARTICIPATION IN SCHOOL GOVERNMENT

The following questionnaire (see Table IV) was sent to 300 junior and senior high schools throughout the United States. Replies were received from 191 of these schools.

TABLE IV.—QUESTIONS ASKED AND THE REPLIES THERETO, IN PERCENTAGES, FROM 191 SCHOOLS

	Yes	No
1. Does your school provide for student government or student participation in the control of the school?	90	10
2. Is the participation such as to provide (a) for pupil expression only, or (b) is the purpose that of familiarizing students in a first-hand way with the operation of adult political organizations in which they later will be expected to participate?	(a) 39	(b) 61
	Yes	No
3a. Do you consider student participation in the experimental stage?	53	47
3b. Circle the figure indicating the number of years that your school has had student participation:		
1 year or less.....	8	6 years.....11
2 years	22	7 years.....1
3 years	14	8 years.....8
4 years	10	9 years.....1
5 years	8	10 years or more....17

4. Check the items below which most nearly describe your method of managing student participation:
- a. Student council.....37
 - b. Home-Room organization.....61
 - c. Leaders clubs.....28
 - d. Traffic officers.....47
 - e. Honor society.....37
 - f. Models of adult government.....12
 - g. School cabinet.....14
 - h. Class organizations.....59
 - i. Boosters clubs.....15
 - j. Assembly leaders.....27
5. How are the powers and duties of the organization determined?
- a. By students.....3
 - b. By faculty.....3
 - c. By cooperation of students and faculty.....94
- 6a. Does the organization operate under a written constitution? Yes No
73 27
- 6b. Was it (the constitution) an outgrowth of the needs of the organization? 88 12
- 6c. Was it copied more or less from another constitution? 40 60
- 6d. Was it framed by (1) students.....16
(2) faculty.....4
(3) cooperation of the two.....80
7. What is your basis for selecting the council, or whatever governing body the school utilizes?
- a. By vote of the school at large.....37
 - b. By representatives chosen by home rooms.....38
 - c. By representatives chosen by different classes.....25
8. What determines eligibility for the student council or participation in any part of student control?
- a. Approval of faculty.....42
 - b. High scholarship.....52
 - c. Proved ability in leadership.....42.5
 - d. Experience.....17.5
 - e. Approval by the principal.....38
9. What are the activities of the council or the controlling body of the students?
- a. General problems of the school.....95
 - b. Disciplinary cases.....46
 - c. Promoting school spirit.....92
 - d. Promoting organizations and regulating them.....59
10. To what extent do students manage matters of discipline? Place a figure "1" after those managed by the students, and a figure "2" after those managed with the cooperation of the faculty.
- | | '1' | '2' |
|----------------------------------------------------------------|-----|-----|
| a. Order in classrooms..... | 12 | 88 |
| b. Order in the hallways, cloakrooms, toilets, and lunch rooms | 34 | 66 |
| c. Social gatherings, such as dances and parties..... | 9 | 91 |
| d. Matters pertaining to the destruction of school property.. | 19 | 81 |
| e. Student loafing..... | 23 | 77 |
| f. Truancy and indecency..... | 10 | 90 |
| g. Thieving..... | 12 | 88 |
11. How are the acts of the council or controlling body put into effect?
- a. By representatives reporting back to home rooms....70
 - b. By leaders council.....18
 - c. By class organizations and class meetings.....41
 - d. By school paper and bulletins.....63
 - e. By parent-teachers associations.....6
 - f. Any faculty help.....70

12. If students handle disciplinary problems, how is it done?		
a. By court	44	
b. By a committee of students	26	
c. By student leaders	13	
d. By a committee of students and faculty	34	
13. Circle the term that indicates the frequency of the meetings of the council or of your governing student body		
a. Monthly	14.8	
b. Twice a month	21.9	
c. Weekly	35.2	
d. Twice a week	18.9	
e. Unspecified	9.2	
14. Is there faculty control?	Yes	No
	96	4
15a. Do you have home-room organizations?	82	18
15b. Are they (the home rooms) used (a) to handle merely routine management of pupils when not in regular classes, or (b) to help in developing student participation in the control of the school?	(a)	(b)
	36	64
16. If you have home rooms, what are their activities? Do they discuss:		
a. General problems of the school	82	
b. Class problems	63	
c. Propose measures to be considered in the student council	70	
d. Discuss and help put into effect acts of the student council	78	
17. Do the home rooms contribute materially to the development in each pupil of a spirit of responsibility for the successful operation of student participation in your schools?	Yes	No
	92	8

Conclusions from the Returns: It is rather difficult to draw definite conclusions from the evidence collected from this questionnaire, but the following tentative comments may be made:

1. There is widespread interest in this attempt to train for citizenship by means of affording pupils an opportunity to participate in the government of the school. The fact that 90 percent of the schools selected at random throughout the country in replying to the questionnaire declare they are making an effort to try this movement is rather convincing evidence of a nation-wide interest and experimentation with the movement.

2. The citizenship value is confirmed by the fact that a majority of school executives indicated that they were attempting to familiarize pupils in a first-hand way with the operation of adult political organizations in which they later will be expected to participate.

3. That the movement is in the experimental stage is shown by noting that nearly one-half of the schools state that they have been trying student participation three years or less.

✓ 4. There are several methods for administering student participation. Most schools utilize a student council as the chief agency of administration. However, other means, such as the home-room organizations, aid in helping to maintain student participation in the government of the school.

5. Running through all replies to questions concerning the practices of administration is the fact that student participation is a coöperative enterprise, needing sympathetic support by both students and faculty.

6. It is evident, as with adult organizations, that rules of procedure are seemingly best understood by students if written down. Three-fourths of the schools assert that they have a written constitution in which is given the framework of the machinery designed to afford pupils an opportunity to participate in the management of the school. A preponderant part of the schools indicate that the constitution was an outgrowth of the needs of the experiment in school control. This fact in part shows that no fore-ordained plan can be imposed. The whole process is an evolutionary one; as needs arise that students can handle, rules for student control of these needs may be made.

7. No one practice for choosing the governing body of the school is notably preponderant. Almost equal percentages of the schools select representatives from the school at large and from the home-room organizations. In a fourth of the schools the basis of choice is by classes.

8. It would appear that no uniform qualifications for making a student eligible for the governing student body are laid down. The qualification of "high scholarship" is a requirement in but half of the schools. And in less than half of the schools is "approval by the principal or the faculty" a requirement. Is not this condition due in part, as with adults, to a philosophy that anyone is fit for any office? Perhaps here one needs to inaugurate a campaign of education concerning the qualities and qualifications that one should demand in candidates who desire to represent their fellow students in the government of the school.

9. To discover in detail the actual activities of the governing body of the school is a problem that could not be solved within the limits of this study. In collecting practice on this point only general types of activities could be called for. It is evident that "the general problems of the school" constitute the chief type of activities with which the governing body of the school concerns itself. The testimony of many principals that student participation is not a disciplinary device—though in all likelihood the movement necessarily promotes good discipline—is borne out in part by the fact that in fewer than half of the schools does the governing student body concern itself with discipline.

10. It is evident that when discipline is made an activity of the student governing body, it is almost invariably a coöperative one—the students act jointly with the faculty. No outstanding method of disciplinary control is apparent from the statements of those replying to the question.

11. One of the great problems is: How are the acts of the student governing body to be put into effect? Of course, in part there exist, as in adult political organizations, officials to carry out the rules that the student governing body makes. But, as in adult citizenship, a public opinion recognizing and respecting the need for rules and the rules themselves must be established. The thing that is called "school spirit" may be regarded in large measure as similar in school to an adult "public opinion." Student representatives are not only leaders to get action upon the requests of individual student constituents, but are also the leaders to aid in developing a quickened school spirit by which the activities of student governing body are made the *law* of the school student body. The use of home-room meetings and class meetings appears to be the chief means of developing a respect of school *law* under a plan of student participation.

12. The home-room organization, at first developed as an administrative device for the care of pupils when not in assigned classes, has, under the guidance of school administrators, been made in recent times an important means of developing the school spirit necessary to a thorough support of student participation. It is in many schools the 'town meeting' or 'open forum' that tends to promote a highly developed school citizenship. Here every stu-

dent may get the opportunities that are needed for real citizenship training. Here each student may be made acquainted with his duties toward his school, his community, and his country. Here students tend to obtain the proper attitudes and social valuations that citizens in a democracy require. The fact that almost all schools report that home rooms contribute materially to the development in each pupil of a spirit of responsibility for the successful administration of student participation in school government is but added evidence that this phase of student participation is a vital part of the whole movement.

Opinions of Principals and Pupils: As a part of the questionnaire, high-school principals and high-school pupils were asked the two following questions: (1) What is your frank opinion of the value of student participation in school control as it exists in your school? (2) What are the problems or obstacles that you find in student participation? The high-school principals were asked these questions because it was assumed that they would be in a position to answer them from the point of view of broad educational objectives. The high-school pupils were asked these questions because it was believed that pupil opinion concerning a movement of vital interest to them should also be considered. Letters answering these questions were received from 167 high-school executives and from 200 pupils, representing secondary schools throughout the entire United States.

These data, we think, represent a sufficient sample of administrative and pupil opinion to draw conclusions, but lack of space prevents publishing tabulations in detail.

One important outcome is that both groups agree rather strikingly upon certain values and certain obstacles in student participation. Though frequencies of mention of various values or problems are not high for either group, both "juries" agree rather markedly that: (1) student participation is successful and a worthwhile feature of the school; (2) it promotes worthy citizenship; (3) it is an aid to discipline; (4) it promotes school work and school spirit; (5) it tends to develop a coöperative spirit between faculty and students; and (6) it develops responsibility and a respect for law and order.

In each group, however, there are a small number who feel that student participation is not successful or only partially successful. These individuals assert that in reality student participation is but a pretense of school government, that it is a waste of time and energy to attempt to make it different, and that schools are better managed when no attempt is made to have students participate in their government.

Both groups also agree in rather striking manner concerning such problems or obstacles as: (1) the difficulty of securing efficient and successful student leaders, (2) the problem of getting all students to participate in some activity, (3) lack of coöperation on the part of the faculty, (4) students mistaking license for liberty, (5) lack of sufficient interest and responsibility of all students, (6) students elected to office on the basis of popularity rather than on the basis of ability to perform the duties of the office efficiently, (7) partiality and favoritism shown on the part of student officers, (8) students objecting to being disciplined by fellow students and to 'reporting' each other.

School administrators, interested in giving pupils opportunities to learn to control their own affairs and to develop a plan of practical citizenship training, can well afford to study the values claimed for the movement and the problems entailed.

SUMMARY

1. Student participation in school government appears to be an important means of promoting worthy citizenship training in the school.

2. A school wishing to introduce student participation will do well to consider the following conclusions drawn from a study of practice throughout the country for two decades.

- a. Student participation should be introduced gradually.
- b. The machinery for its administration should be simple.
- c. The students themselves must desire in a genuine way to participate in the government of the school.
- d. The faculty must be sympathetic, patient, and willing in every way to make the movement a success. Student participation is necessarily a coöperative matter.

- e. The plan must provide for means by which *all* students are given opportunities to participate in the government of the school.

3. Student participation seems to aid in developing important qualities, such as responsibility, initiative, leadership, 'followship,' school pride, and a respect for law and order.

This movement is of great promise. It reveals a sincere attempt in school procedure to make school life similar to adult life, to provide for a varied program of activities like the activities of adults, and to give pupils experiences of use to them in life. And in the opportunities inhering in student participation lies, in part, the hope of an improved American citizenship in the future.

CHAPTER XII

SPECIAL TYPES OF ACTIVITIES: STUDENT PUBLICATIONS

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Of the numerous extra-curricular activities in the modern high school, none seems to appeal more strongly to pupils than publications. School publications are regarded in the school community in virtually the same light as the press in the community at large. Not only do pupils want publications, but they are showing everywhere that they can justify by results the time, effort, and cost of this type of extra-class activity in the school.

Despite the great possibilities for good in student publications, there are inherent dangers which can be averted only through wise sponsorship. It is the purpose of this discussion to provide a body of experience for the guidance of inexperienced administrative officers and sponsors, who are likely to make serious errors in the supervision of student publications unless they are adequately informed regarding the practices which make for failure and success.

PREREQUISITES OF SUCCESS

Before a student body should be allowed to embark on a program of publications, the following questions of policy should be settled by the administrative office and faculty:

1. The need for a school publication should be canvassed and the character of the publication to be attempted should be determined in accordance with the school's needs.

2. Some person of the adult personnel of the school, capable and willing to assume the responsibility of directing the project, must be secured for sponsor. The success of the paper depends upon this key-official. If he allows material from the student body to go into print uncensored, the value of the paper to the school may be entirely lost, and the morale of the school may be seriously impaired. He must direct the efforts of the enthusiastic contributors and hold them responsible for worthy standards of attainment. To maintain high standards of workmanship without checking the originality and destroying the spontaneity of the youthful contributors is a task that requires considerable tact and rare skill in constructive criticism.

3. Competent students must be secured for the positions of responsibility on the publication staff. Without the services of a well-qualified managing editor and business manager, the task of a faculty adviser would be too great. Around these key-positions may be gathered a number of assistants of less marked ability, who will be capable of rendering valuable assistance to their leaders. These positions should never be filled by students who have no other qualifications than social popularity or prestige. While popularity is a valuable asset in a leader, it must be supplemented by intelligence, industry, and interest in the phase of work to be undertaken if the success of the publication is to be assured. The compensation will be unusual experience in business management, literary training, and leadership. It is to be regretted that training of this type is not available for all students through the regular curricular activities of the school.

4. Before undertaking the regular publication of a school paper, the ability of the student body and the school faculty to maintain the degree of sustained effort required to carry the project through to a successful finish must be determined. Momentary enthusiasm will not suffice if the publication is to appear at daily, weekly or monthly intervals. The student body and faculty cannot pass the responsibility for the work of producing the paper to the board of editors and the adviser. They must maintain a lively interest in the publication, must be willing to work for it regularly, and must give united support. Without such support a publication is likely to become a liability, rather than an asset, to a school.

5. The major problems which relate to the business management of publications, including a group of petty minor problems, none very serious in itself, must be considered *in toto* and properly arranged for before the success of a school publication can be assured. A careful budget should be made out and underwritten, the business management selected, and a division of responsibility effected between the literary and managerial staffs. Questions relating to cost, printing, advertising, circulation, mechanical make-up, frequency of publication, quality of paper, style of type, size of page, number of copies per issue, etc., must be carefully worked out in advance of publication, and settled as a matter of policy. However, it is well to allow freedom of expression through the columns of the publication regarding changes that might result in im-

provement. The management will enjoy greater confidence on the part of the student body if a policy of open-mindedness toward suggestions is maintained.

TYPES OF PUBLICATIONS

1. *Annuals*: Nearly every high school considers it necessary to publish an "annual" containing the pictures of seniors, faculty members, class officers, and officers of various school organizations, with accounts of the outstanding activities and events of the school year, including inter-school contests and miscellaneous matters of personal interest to the board of editors. These annuals vary greatly in different schools in make-up, quality, and size. Some constitute a very creditable yearly history of the school; others are a mere cineograph of a few outstanding social events of the school year. Some are very elaborate and represent much time, labor and expense; others are quite modest.

The value of the annual publication has often been questioned on the grounds that its influence is restricted and not commensurate with the cost and efforts required, and that its space is so largely devoted to upperclassmen and to pupils of social prominence or popularity that it fails to interest the student body in general.

In answer to these criticisms it should be pointed out that these faults are not inherent, but can be corrected. The "annual" can be made to cover a much wider field of school interests, without sacrificing the interests of the senior class for whom it is primarily published. It can be made a valuable yearbook of school history that will justify fully the efforts required on the part of the school to produce it.

2. *Magazines*: A limited number of high schools have attempted publications of the monthly type which differ markedly from the annuals. The purpose of the "monthlies" is evidently to encourage contributions of literary value on the part of the students, and to furnish representative current reading materials for the school. The contributions consist of stories, plays, descriptions, criticisms, poems and jokes; and the contributors range from freshmen to alumni.

It seems that this type of publication has been appropriated by the English teachers as their pet child, and the responsibility for its editing rests with that department. Through this medium the English department has an unusual opportunity to display its

choice models and to sell its standards to the entire student body. The fine points of the productions of known 'flesh and blood' authors are certain to register with many of the youthful readers, where classic models would fail. However, this apparent virtue may readily become a danger if the columns of the school publication are uncensored and are ever allowed to be packed with inappropriate filler.

On account of its great influence on the literary effort of the students, the monthly publication should have a high standard of quality and should be permitted to vary in size in accordance with the amount of material of approved quality available on the date of publication. In reality, this publication should belong strictly to the *belles-lettres* class, and should provide space only for those students endowed with unusual literary talent, to be used in a way that is not provided for by any other publication of the school.

3. *Newspapers*: In all high schools there is need for a medium of communication between school community, student body, faculty, and administrative office. Announcements from the assembly platform cannot cover the scope of information that should be imparted to the students, and gossip and rumor can never take the place of well written school news. There is undoubtedly a place in the modern high school for a small daily, weekly or bi-weekly paper devoted exclusively to school news. Such a publication might well be modeled after the best public newspapers of the day. It should be written by the student body, edited and managed by students, and supervised by a faculty adviser.

The functions of the newspaper are entirely different from those of the annual and monthly publications. It should give the 'news.' Unless one has been accustomed to a school newspaper, it might be thought that there is no demand for a publication of this character. This doubt can be best set at rest by one who has become accustomed to a school newspaper, and has been deprived of it. It is surprising to see the amount of good wholesome news that can be produced by a school in a week's time. This news may include announcements and statements from the administrative office, the whole round of school happenings, and editorial comment on timely topics of school concern.

The influence of such a publication in a school can hardly be evaluated. In addition to keeping the school community fully in-

formed on all matters of importance within the school, it helps to unify the various activities of the student body, keeps alive the interest of the students in the ideals of the school, and plays an important part in the development of school spirit and opinion.

A recent analytical study of the newspaper type of publication, by Ruth C. Breiseth,¹ throws considerable light on the form and character of this type of publication. Letters were sent to five hundred high schools requesting copies of their papers and answers to certain questions pertaining to management. Two hundred ninety-eight replies were received, but only one hundred twenty-five sent copies of publications which could be used in the study. These were distributed over fourteen states. Forty were published weekly; sixty-one, bi-weekly; and twenty-four, monthly. The practices with respect to form showed much variation, although there were some marked central tendencies noted. The topics treated in the papers were classified according to space allotted, and are shown in the order of their rank in Table I.

The analytical study of the papers resulted in the following recommendations² for the guidance of schools publishing or contemplating the publication of papers:

TABLE I.—CLASSIFICATION OF THE TOPICS FOUND IN 125 SCHOOL NEWSPAPERS, WITH THE PERCENTAGE OF SPACE ALLOTTED TO EACH*

Topics	Percentage of Space
1. Advertisements	25.42
2. Athletics	12.19
3. Editorials	7.80
4. Personals, society	7.46
5. Local interests, miscellaneous	5.41
6. Humor	5.03
7. Clubs, organizations	4.96
8. Literary attempts	4.89
9. Departments, feature sections	4.76
10. Class notes	4.12
11. Dramatics	3.44
12. Talks, programs	2.95
13. Staff lists	2.93
14. Faculty news	2.38
15. Contests	1.89
16. Music	1.53
17. Cartoons, pictures	1.45
18. Alumni notes	1.35

*From an unpublished Master's dissertation by Ruth C. Breiseth.

¹ Ruth C. Breiseth. *A Study of the Content and Management of High-School Papers*. Unpublished Master's dissertation, University of Minnesota, June 1925, p. 89.

² *Ibid.*, pp. 76-77.

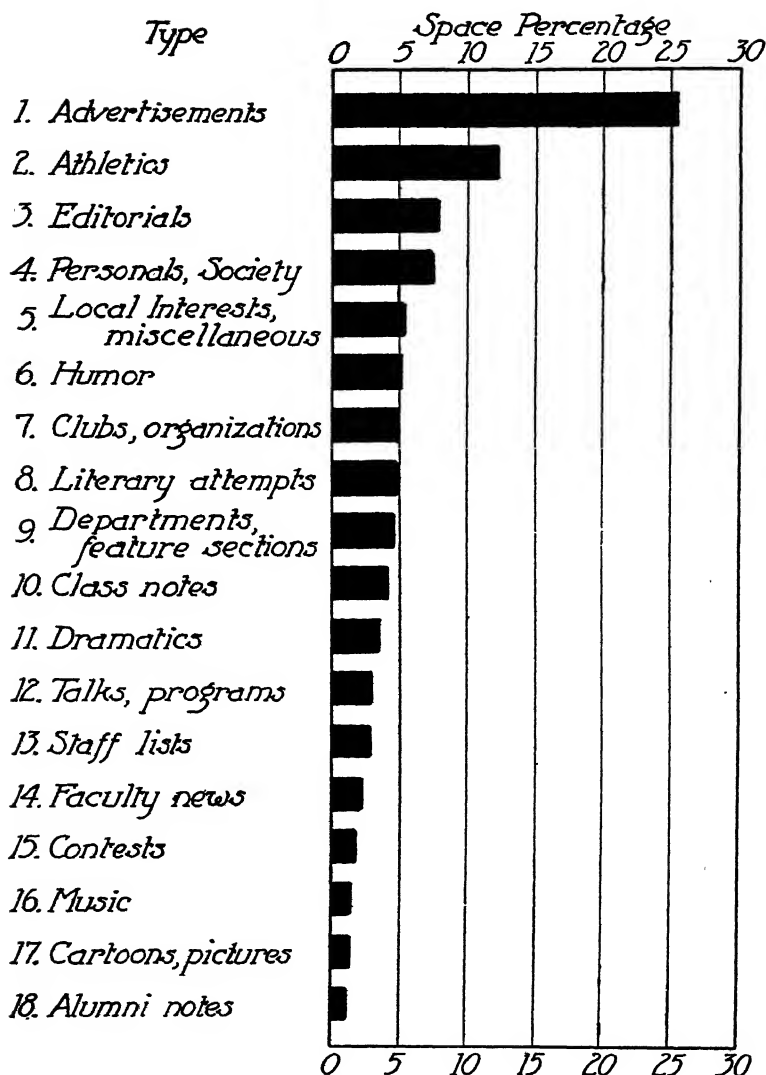


FIG. 1.—PERCENTAGES OF SPACE ALLOTTED TO EACH CLASSIFICATION IN HIGH-SCHOOL NEWSPAPERS

1. More uniformity in the size of the sheet would be desirable. Avoid the extremes—the very large or the very small sheet. Use a medium sized page, and increase the number of pages to meet the needs of unusual issues.

2. Small schools especially should strive to decrease the space devoted in their papers to advertisements. The paper should be primarily a newspaper for the publicity of school activities and interests and only secondarily a medium for the commercial interests of the community.

3. Arrange and organize the subject matter of the papers. Assign a place, a position, to each department and feature section. Convert one of the last pages into a sport page, and confine all athletic news to that page. Conduct a humor column instead of the scattered humorous items.

4. Weekly papers may be so managed as to serve the purposes of newspapers and literary magazines. Periodically—perhaps every fourth week—the paper may contain an extra sheet—the magazine section.

5. A faculty member who *supervises* the work should be responsible for each school publication. This person may do much to raise the standard of humorous notes and departments, and should definitely guard against, for his paper, the personal joke that is poignant.

6. Affiliations with, or memberships in, press associations or organizations stimulate the spirit of wholesome competition.

7. In order to be assured of the largest circulation possible, the subscription price should be reduced to a minimum determined by the frequency of publication and local conditions.

COST OF SCHOOL PUBLICATIONS

Added interest in student publications in high schools has resulted from the study made by Nixon³ in 1922, in which he assembled data concerning the cost of publications in 210 high schools on the accredited list of the North Central Association of Colleges and Secondary Schools. Three hundred forty-six different publications were reported by the 210 schools, or an average of 1.65 per school. There were 185 annuals, 129 newspapers, and 32 publications of the magazine type. Sixty-two schools published an annual only; 14 published a newspaper only, and 9 a magazine only. One hundred two published both annual and newspaper; 10, both annual and magazine; 2, both newspaper and magazine; and 11, annual, newspaper, and magazine.

The total cost of the various publications in the 172 high schools which supplied cost data for the year 1921-22 was approximately \$344,500, an average of \$2,000 per school. Table II shows the cost of the different types of publications and the average for each in the high schools under consideration.

³ Ola Floyd Nixon. *Student Publications in the High Schools on the Accredited List of the North Central Association*. Unpublished Master's Dissertation, Department of Education, University of Chicago, September, 1922. p. 105.

TABLE II.—COST OF STUDENT PUBLICATIONS OF THE ANNUAL, NEWSPAPER, AND MAGAZINE TYPES IN 172 ACCREDITED HIGH SCHOOLS OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS, IN 1921-22*

Cost in Dollars	Number of Publications		
	Annals	Newspapers	Magazines
1 - 100.....	0	4	0
101 - 200.....	0	6	0
201 - 300.....	2	8	1
301 - 400.....	2	4	1
401 - 500.....	2	8	2
501 - 600.....	3	8	0
601 - 700.....	4	5	2
701 - 800.....	7	3	2
801 - 900.....	9	10	1
901 - 1,000.....	16	8	0
1,001 - 1,100.....	12	3	1
1,101 - 1,200.....	13	4	1
1,201 - 1,300.....	11	1	0
1,301 - 1,400.....	20	4	1
1,401 - 1,500.....	7	4	0
1,501 - 1,600.....	7	1	3
1,601 - 1,700.....	6	1	3
1,701 - 1,800.....	4	1	3
1,801 - 1,900.....	4	1	2
1,901 - 2,000.....	6	2	0
2,001 - 2,100.....	3	1	0
2,101 - 2,200.....	1	1	1
2,201 - 2,300.....	3	1	0
2,301 - 2,400.....	2	1	0
2,401 - 2,500.....	2	1	0
2,501 - 3,000.....	6	2	0
3,001 - 4,000.....	3	1	0
3,501 - 4,000.....	4	0	2
4,001 - 5,000.....	0	0	0
5,001 - 6,000.....	0	1	0
Number of Schools.....	159	95	26
Average Cost.....	\$1,389.62	\$951.58	\$1,275

*From an unpublished Master's dissertation by O. F. Nixon.

CONCLUSION

The scope and character of publications as a type of extra-class activity in the modern high school challenge the most thoughtful consideration of administrative officers. Publications have passed through the period in which administrative nurture and encouragement are required. The task of the administrator now is rather that of careful supervision and accounting. So to direct publications from semester to semester and year to year that they will ever constitute a worthy field of coöperative activity for the largest possible number of students is the issue which constantly confronts the school head. If properly met, publications will pass out of the field of 'semi-sportive' activities and become a necessary phase of the real business of school.

CHAPTER XIII

SPECIAL TYPES OF ACTIVITIES: HONOR SOCIETIES

A. PRACTICES OF LOCAL CHAPTERS OF THE NATIONAL HONOR SOCIETY

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SURVEY OF PRACTICES

The National Honor Society represents a deliberate attempt on the part of the National Association of Secondary School Principals to adapt the honor society idea to the American high school as it is organized today. The intention has been to formulate the standards of membership in such a way as to emphasize the development of all, rather than of a few, of the virtues of good school citizenship and to avoid any mistakes that might follow too close an adherence to the models of honor societies in colleges. It is worth while from time to time to take stock of the practices of the society and attempt to evaluate them. In the late spring of 1924, the proposal of the authors to make such a study was cordially approved by the national officers of the Society, and blanks of inquiry were mailed to the 193 local chapters then in existence. The questions were concerned with the following three problems: (1) Should membership privileges be extended to pupils in the lower classes? (2) What qualities are emphasized in the selection of members? (3) What methods are used to measure the qualities upon which membership is based? Replies were received from 82 schools, which ranged in size from less than 200 pupils to more than 3,500. The size of the median school was 550 pupils. A number of the schools which coöperated were able to give only small amounts of information because of the fact that their chapters were of such recent origin that they were not yet fully under way. Notwithstanding these limitations, a large amount of valuable data was made available, and the writers were able to make a number of what seem to them significant recommendations concerning the three problems named above.

EXTENDING MEMBERSHIP TO LOWER CLASSES

The principal function of the National Honor Society as now organized is to bestow recognition upon a small percentage of the graduating class who have distinguished themselves in respect to the four virtuous qualities which constitute the criteria of membership. The revision of the constitution in February, 1923, widened the conditions of membership slightly and permitted the election of 5 percent of the high junior class. This provision may be considered as a concession to the opinion of a substantial group of principals, who criticised the first draft of the constitution on the ground that the privileges of membership should not be limited to seniors. The graduating class, ordinarily, constitutes only a small proportion of the total pupil population. The feeling of the critics was that the Society should be organized in such a way as to extend the benefits of stimulation and recognition to active and ambitious pupils in the lower classes as well as in the senior class. Others suggested that the three- or four-year period of time during which the pupil was to win distinction was too long a span for the anticipatory capacity of the adolescent mind. One-year periods, in the opinion of some, were long enough.

In the discussion that ensued it was pointed out by the protagonists of the existing constitution that the society does affect lower classmen by virtue of the fact that approximately one half of the honor points must be won during the first two years. Pupils who are capable of winning society recognition, it was said, ought to be clear-headed enough to discover the bearing of these two years on their final success and act accordingly. Nor is there any provision in the constitution to prevent the formation by local chapters of organizations that would include under-classmen. On the contrary, a wide range of freedom is allowed local authorities. Several principals who took leading parts in the founding of the society have established junior chapters in their own schools, and at the 1925 meeting of the National Council, the President of the Council was instructed to study the question of the junior chapter and report on it at the sessions of the Council in 1926.

In view of these facts, it was decided to canvass this question in the schools that are members of the Society. It was found that 10 schools had already organized junior chapters in some form. Of

the 62 schools which do not now possess such chapters, 39, or almost two-thirds, stated that they believe the plan is desirable for one or another of the lower classes. Seven schools, while not decidedly for the plan, were not opposed to it. There were 16 schools which were not in favor of the plan. It should be stated, however, that answers to other questions led the writers to conclude that the objectors were opposed, not so much to the formation of local junior chapters, as to fundamental changes in the national constitution of the Society. More than twice as many principals are in favor of extending the privileges of membership to juniors as would extend them to sophomores. The number of those who wish to include freshmen is less than one-third of the number who are willing to accept juniors. As the situation now stands, 60 percent of the principals either already have junior organizations or believe they should be provided.¹

BASIS OF SELECTING MEMBERS

The first honor societies to be founded in secondary schools, naturally, followed the leadership of the college scholarship society, Phi Beta Kappa. Membership in this organization is based almost entirely on achievement in the subjects of study. For a number of years the wisdom of determining membership in the honor organizations of secondary schools on this basis has been questioned. The feeling was that during the critical years of personality development, it would be a mistake to stress any one important quality at the expense of others which are equally essential to well-rounded individuality. The National Society has for its purpose the encouragement of service, leadership, and character, as well as scholarship. The purpose of this part of this study is to describe the general procedure which is followed in the selection of members and to point out the proportionate amounts of emphasis that are laid on the four qualities which are considered in the selection.

The accounts that were given by the coöperating schools of election procedures in their chapters show conclusively that that plan is generally followed which was described by a committee of the

¹ Organizations for extending honor society advantages to pupils of the lower classes are found in the Central High School of Omaha, Nebraska, and in the high schools of Seattle, Washington. Space limitations will not permit a description of these organizations in this chapter.

society of which Principal Merle Prunty, of Tulsa, was chairman. The principal submits to a faculty committee a list of graduates comprising the highest 25 percent of the class in scholarship rank. The committee considers the claims of the candidates from the standpoint of the four standard qualities and selects those who, in its opinion, are most deserving of the honor. Interesting modifications of this plan which cannot be described here for lack of space were reported by the high schools at Negaunee, Mich., Seattle, Wash., Wrangell, Alaska, Marietta, Ohio, Norwalk, Ohio, Alva, Okla., Wilkesbarre, Pa., the Philadelphia Girls High School, the North High School of Columbus, Ohio, Central High School of Oklahoma City, Shortridge High School of Indianapolis, and by the East High School of Aurora, Ill.

When this election plan and its various modifications are reviewed, it is not difficult to observe that scholarship remains by far the most important factor in the selection of members. The first cause of emphasis on this factor is the constitutional provision that the preliminary list of eligibles shall consist of those who rank in the upper quarter in scholarship. In the second place, many schools either rank pupils within this group according to scholarship standing or set up scholarship requirements which are in addition to the constitutional requirement. The third cause of emphasis lies in the fact that scholarship is expressed in quantitative terms which carry the impression of great objectivity. These marks are carefully recorded and are easily accessible. They are well understood and accepted as valid by parents, teachers, and pupils alike. These facts do not imply, however, that the earnest efforts which are now being made by the National Society and by other honor organizations to give appropriate emphasis to the highly desirable qualities of service, leadership, and character are not marked by substantial accomplishment. Undoubtedly, much progress has been made in impressing the value of these qualities on the high-school population. Further gains in this direction may be expected to follow the development and wider use of better methods of measuring them.

METHODS OF MEASURING QUALITIES

It will be worth while to describe the different methods of measuring scholarship and the other three qualities which were reported by the coöperating schools. Scholarship is measured almost with-

out exception on the basis of teachers' marks. Averages were taken of numerical grades: letter grades were translated into weighted equivalents and then averaged. Twenty-three schools stated that candidates were not ranked according to scholarship after the upper quarter list had been compiled. The explanation is that a pupil is considered as having been measured with respect to scholarship when he is awarded a place on the eligible upper quarter list. The opposite practice prevails in another school where the scholarship of pupils in the upper quarter was given a point rating which became a component element in the composite score on the basis of which the award was finally made. The highest grade, grades above 90, and grades from 85 - 89, etc., were given different point ratings. These ratings were added to similar ratings representing the other qualities. In the Jordan High School of Lewiston, Maine, the upper quarter is determined by averaging the pupil's ranking (rather than grades) for each of the four years. Another school takes account of the 'A' grades, only, in making up the eligible list. Four small schools reported that scholarship was rated independently of teachers' marks, after a thorough discussion of the scholarly traits of students of exceptional achievement in the subjects of study. The intention was to escape the evils of two mechanical a dependence on mere quantitative terms and to base the selection on a final and penetrating effort to make a more just appraisal of the pupil's achievements.

Four methods of measuring service, leadership, and character are distinguishable. The first method is one that lumps two or three of the qualities together and considers the candidate's fitness from the standpoint of all qualities at the same time. This method is conducive to rapid work, but it is not one that lends itself to clear and precise appraisal. In the second method an effort is made to estimate the achievements of candidates in each of the three qualities taken separately. Minor variations in the use of this method are found in different schools. In one case the eligible list is carefully scanned by all teachers with a view to the immediate elimination of any pupil who is not satisfactory from the standpoint of character. In the high school at Wilmington, Delaware, "each teacher who knows pupils eligible for membership rates them in respect to each of the four qualities as A (superior), B (average), or C (inferior). A counts as 5 units, B as 3, and C as 1 unit. The

units are added and the sum divided by the number of teachers voting for each person." A third school reports that all teachers are asked to grade eligible pupils, whom they have known in class or in activities, on a percentage basis in regard to each of the three qualities.

The third method attempts to define each of the three qualities in terms of specific traits, and the faculty committee is asked to determine the fitness of eligible candidates on the basis of such traits. The suggestions which are contained in the report of Chairman Prunty's committee will serve as an example of this practice. "Service," it was stated, might be interpreted as: "(1) A willingness to render cheerfully any service to the school whenever called upon. (2) A willingness to do thoroughly any assigned service in school procedure or student government, such as acting as proctor, citizenship committeeman, or serving voluntarily on the staff of the school publication, etc." Four additional traits were given under the quality, service. "Leadership" and "character" were defined in a similar manner. The use of this method enables all members of a faculty committee to think of each of the several qualities in practically the same way and offers a basis for refining their judgments of the qualities. If pupils are given access to the definitions, they will be enabled to form clearer conceptions of the meaning of the qualities and to direct their activities with greater certainty toward the desired ends. The method of specific traits is essentially the same as that of the score card, and the advantages which follow the use of the former are similar to those of the score card. Forty-nine schools reported the specific-traits method in some form. Quite a number of these schools did not name the traits that were considered; many of them, doubtless, were not written out on a score card, but were merely 'kept in mind.' This procedure is very little superior to lumping the three qualities and making a decision on the basis of a general estimate. The advantages of the specific-traits method, however, are great enough to warrant much experimentation on the part of principals and teachers who are interested in the effective functioning of the honor society. Local chapters should be encouraged to devise and use score cards and the problem is of sufficient importance to call for the appointment of a committee by the General Council.

In the fourth method the qualities are measured by point systems. Definite numbers of points are awarded for membership and for holding official positions in any of the school's extra-curricular activities, or else a complete list of the pupil's memberships and offices is prepared for the consideration of the elections' committee. The former plan is decidedly more objective in nature, represents a more systematic and finished attack on the problem, and is more frequently employed. Thirty-five schools reported this method in some form. Service and leadership were measured in this way more frequently than character. It appears that less progress has been made toward rating character by objective methods than toward rating any of the other qualities. Several schools require that pupils take part in a minimal number of activities to be eligible to honor society membership, as far as leadership and service are concerned. In one school, service is measured on the basis of participation in certain organizations only, such as the Hi Y, Girls Reserve, Service League, etc. The number of points which is awarded for membership or for an official position in any activity varies from school to school. It is determined ordinarily on the basis of teachers' estimates as to the amount of time consumed, the burden of responsibility carried, the value to the school, etc., of the activity. The most important weakness of the point system is that it takes little account of the faithfulness with which pupils perform the duties of the offices that they hold.

Under each quality a few traits were repeatedly mentioned. 'Coöperation,' 'initiative,' 'citizenship,' and 'willingness to serve' were named by 10 percent or more of the schools under the quality, service. Naming the four traits, doubtless, helps to clarify the situation to some extent, but the four explanatory terms are not less abstract and general in their connotations than the term 'service' itself. Pupils and teachers alike find it difficult to relate the common affairs of every-day school life to such abstractions. What is needed is an easily intelligible list of ordinary attitudes and actions on the part of pupils which are characteristic of the spirit of service in school affairs. Pupils who desired to govern their behavior in conformity with the ideal of service could obtain very definite and informing suggestions from such a list, and teachers who were responsible for the rating of pupils' conduct, likewise, could carry on their work in a more intelligent way. Under leader-

ship, the traits 'initiative,' 'tact,' and 'aggressiveness' were each named by 10 or more schools. 'Honesty,' 'industry,' 'altruism,' and 'morality' were named under 'character' by similar numbers of schools. Thirty-one different traits were named under service, 29 under leadership and 42 under character. The fact that the number of different traits is so large in each case gives evidence of the wide diversity of opinion among teachers as to the meanings of the qualities upon the basis of which they are required to determine the fitness of pupils for membership.

The present situation is one in which there is room for progress in the direction of developing more objective methods of measuring what is meant by service, leadership, and character. Separation of the qualities for purposes of rating, preparation of complete lists of activities in which pupils have participated, the use of point systems by means of which pupils' work in activities is evaluated, and the use of specific traits as a means of defining qualities, all represent beginnings of more accurate methods of rating. Character is the most difficult of the qualities to measure. Improvement of the methods of rating will enable the society more certainly to identify and reward pupils who are worthy of honor. Under these circumstances the society could well afford to invite the coöperation of experts in the measurement of educational products and with their assistance undertake to devise more scientific rating plans. The outcome of sustained effort in this direction would be not only the production of more reliable measuring instruments, but probably also much clearer ideas on the part of all concerned as to what kind of youngster the ideal high-school boy or girl should be.

B. SELECTING STUDENTS FOR THE HONOR SOCIETY AT THE UNIVERSITY OF CHICAGO HIGH SCHOOL

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HISTORY OF THE SOCIETY

Phi Beta Sigma, the honor society at the University of Chicago High School, is one of the oldest institutions of its kind in the secondary schools of our country. Before considering the methods of selecting members to the society, it will be in order to trace briefly the history of its organization and the changes in the purpose of the society since its inception.

The organization of Phi Beta Sigma was effected at the South Side Academy on the last day of the school year in 1903. Realizing the fact that none of the existing societies in the school had as its primary aim the encouragement of high scholarship, five girls of high standing met "to institute a society for the purpose of raising the standards of scholarship." When the University High School was organized in 1904 by an amalgamation of the South Side Academy and the Chicago Manual Training School, there existed ten secret societies, including Phi Beta Sigma. A few years later a ban on high-school fraternities and sororities eliminated nine of the ten organizations, but Phi Beta Sigma remained as the honor-scholarship society under faculty supervision.

Since that time, two other honor organizations have come into being and also subsequently disappeared from the University High School. The first of these to be established was "Tripleee," founded by fifteen boys in 1905 "for the purpose of promoting close fellowship and coöperation of the leading boys in the school." In 1907 the faculty voted to supervise Tripleee and to set certain admission requirements based upon offices held by the boys in athletics, debating, school publications, and other extra-curricular activities. The second honor society arose when, in 1908, a group of girls requested the faculty for permission to organize a society for girls similar to Tripleee for boys. The new organization was called "Kanyaratna." It was from the beginning under faculty supervision. Election to membership was determined upon the basis of offices held by the girls in their various extra-curricular activities.

Naïvely stated by the girls, the society has as its purpose "an all-consuming interest in everything related to school life."

Both Tripleee and Kanyaratna have now ceased to exist. Their places have been taken in part by democratization of the Boys' Club and of the Girls' Club and in part by the widened scope of Phi Beta Sigma. The Boys' Club now includes in its membership all of the boys in the school; the Girls' Club includes all of the girls. Phi Beta Sigma has become an honor society for those students who have shown unusual qualities of citizenship as well as high scholarship.

FORMER REQUIREMENTS FOR MEMBERSHIP

During the period when Phi Beta Sigma was an honor *scholarship* society, the requirements for membership were two: (1) an average grade of 85 or more for five semesters of residence in the school, and (2) faculty approval of the students who had attained that average and whose names were submitted for faculty vote by the sponsor of the society.

With the widened scope of the society and the new credit system in the school, which latter was proposed and approved in 1920 by the administration and faculty, the old plan of selecting members to Phi Beta Sigma became obsolete. Accordingly, a faculty committee, of which the writer was chairman, was appointed by the principal and delegated to determine a new basis for selecting the honor students. This committee had to consider three phases of the matter: (1) the residence requirements, (2) citizenship qualities, (3) scholastic attainment. The first and second of these presented little difficulty, but the third was made difficult because percentage grades in courses were no longer given. Instead there were marks of M, N, R, I, and F, which did not in any way correspond to any previously given percentage grades. The interpretation of the marks now used is as follows:

M—when the pupil has demonstrated to the satisfaction of the teacher that he had actually learned what was contemplated in the course, in contrast with part-learning or progress toward learning. In the case of the content subjects it means that the minimal essentials are understood, and in the case of the power subjects that the power aimed at is being acquired at the rate desired by the instructor. It is assumed that the pupil marked *M* is capable of continuing work in the subject. Credit value, .5 unit.

N—when the pupil, in addition to the requirements for *M*, has exhibited throughout the course evidence of possessing intellectual interests which cause him to devote himself to serious intellectual work wholly apart from the re-

quirements of the instructor or the school. The supplementary project undertaken at the suggestion of, and carried out under the supervision of, the instructor or the voluntary project independently conceived offers the best evidence of intellectual interest. Credit value, .5 unit.

E—when the student in addition to the requirements for *M* has exhibited both the will and the capacity to carry on study independent of the teacher. A pupil shows that he has attained intellectual responsibility when he undertakes a voluntary supplementary project and carries it through creditably, without spurring by the teacher and with only the kind of help which a graduate student might properly seek from his professor. Credit value, .5 unit.

I—when the work of the semester is below credit level on account of the incompleteness of full requirements. The pupil so marked should be given opportunity to complete the work within two months. In each case specific recommendations for making up the work shall be made on the back of the report card. If the work is not completed by the time specified, it automatically becomes *F*.

F—when the work of the pupil for the semester, in spite of re-teaching and repeated effort, is below credit level. This mark should not be given unless the parents have been duly warned through the weekly notices.

The results of the committee conferences were stated in the following resolution submitted to and approved by the faculty at the beginning of the school year in 1921.

“The committee begs to submit the following plan for the selection of members to Phi Beta Sigma:

(1) Residence requirements.

To be eligible for consideration students must have on the school records the following number of semester marks:

26—if the student entered the school as a sub-freshman, that is, the eighth grade.

20—if the student entered as a freshman or at the beginning of the sophomore year.

16—if the student entered at the beginning of the second semester of the sophomore year.

12—if the student entered at the beginning of the junior year.

(2) Selection of honor students from among those who have fulfilled the residence requirements.

Selection of the honor students shall be made by a special faculty committee composed of the principal, assistant principal, and those teachers who have been on the staff for three or more years. This committee shall consider the scholarship and citizenship qualities of the juniors and seniors who have fulfilled the residence requirement and by a process of elimination select the leading students for the society.”

It will be clear from this resolution that three semesters of residence constituted the minimal residence requirement and that the faculty committee had a free hand in the selection of the honor students. The residence requirements of all juniors and seniors were checked, and the grades and marks were tabulated on the class lists preceding the semi-annual meeting of the special committee. Having collected these data, the chairman recommended

the upper 10 to 15 percent of eligible students to the committee. The committee then proceeded to discuss the citizenship qualities as well as the scholarship records of these recommended, and by a process of elimination and voting made their final selection of names to be submitted at the regular faculty meeting.

This new method of selection had the immediate effect of making the students conscious of the value of good citizenship as well as high scholarship. Several times the committee and the general faculty denied membership to students whose rank in scholarship was very high, but whose citizenship qualities did not measure up to the best standards. Citizenship came to mean, not only active participation in extra-curricular activities, but also strict observance of those intellectual, moral, and social qualities which are desirable in the classroom and school community. Phi Beta Sigma had become a real honor society in the minds of the student body.

LATER METHODS OF SELECTION

There were two objections to the method of selecting honor students: (1) a large amount of time was wasted by the committee in discussing the various students; and (2) objective data on citizenship qualities were meager. The special committee was often in the dark in considering the citizenship of certain students not well known to several members of the committee. Accordingly, the principal and the chairman of the special committee determined to try a new plan which would present to the committee more objective data on eligible students. Preceding the next election of members to the society, the following form was sent to all teachers:

"In order that the committee on Phi Beta Sigma may have your judgment on the scholarship and citizenship of all juniors and seniors will you indicate in the proper column on the two class lists herewith your estimate of the student.

Columns marked 1 indicate scholarship and citizenship above average.

Columns marked 2 indicate average scholarship and citizenship.

Columns marked 3 indicate low scholarship and citizenship."

The class lists were arranged as follows:

JUNIOR CLASS

Name of student	Scholarship			Citizenship		
	1	2	3	1	2	3

The results of the teachers' votes were tabulated, and percentage distributions of votes in first, second, and third rank were made. Those students who had fulfilled the residence requirement of three semesters and who had 50 percent or more of the votes in the first column (for either scholarship or citizenship) were recommended for consideration by the chairman to the special committee at its next semi-annual meeting. These objective data greatly expedited the work of the committee. Moreover, the students were happier with this plan, feeling that they had a fairer chance when all teachers voted on their qualifications.

For two years this method of selection was used, but last year the chairman of the special committee proposed a further modification. Since the new credit system had gone into effect in 1920, all scholarship marks for juniors and seniors on record in the office were now (1924) upon the same basis. This made it possible to consider these as a criterion of scholarship. Moreover, it seemed advisable in a democratic school to have the juniors and seniors vote on the citizenship of their classmates and thereby furnish the special committee with more objective data for the final selection of honor students. The modified plan for determining a basis of recommendation to the special committee made use of four sources of objective data:

- (1) a vote by all members of the faculty on the citizenship of juniors and seniors, using the form previously described;
- (2) a vote by students on their classmates, using only the citizenship section of the form described;
- (3) a vote by the faculty on the scholarship of students, using the form described;
- (4) the marks on the office records.

The votes and records from each source were tabulated for each student and converted to percentages as in the form below.

		Faculty vote on Scholarship			Office record on Scholarship			Faculty vote on Citizenship			Student vote on Citizenship		
		1	2	3	1	2	3	1	2	3	1	2	3
					R or N	M or F	I or F						
Name of student													
Student A	Number	6	3	1	5	12	3	3	7	0	5	4	1
	Percent	60	30	10	25	60	15	30	70	0	50	40	10

The percentages in the columns marked 1 were then added and divided by four to give a composite percentage of the votes and school records which showed the students to be above average. Similarly, the composite percentages for Column 2 and for Column 3 were determined. Thus, for Student A in the sample form, 41 percent of all votes and records indicated the student to be above average, 50 percent indicated him to be an average student, and 9 percent indicated below average. When the votes and marks for all juniors and seniors were thus tabulated, all who had 50 percent or more as a composite percentage for Column 1 were recommended for membership in the society.

It is recognized that the mechanical end of this plan is tedious and that there is a mathematical fallacy in making up the composite percentages for the different columns. The latter error is not great, however, as a rule, since the number of votes and marks on each student's scholarship and citizenship has happened to be practically the same for each of the four sources of data. This great detail of tabulation has been carried out in order to see the various elements in the plan and in order to judge the validity of each source of data. Later, the plan will be simplified, but the four sources of data will be used, since they have proved their worth in selecting honor students more satisfactorily than any preceding method employed.

While comparing the students' vote on citizenship with those of the faculty, the writer was led to undertake a further study of the qualities considered in ranking students above, at, or below average in citizenship. To obtain data the writer asked members of the faculty and the juniors and seniors to list the qualities which they considered. The following form was used:

"The Committee on Phi Beta Sigma is attempting to determine the best method to select candidates for the society. During the first semester you assisted the committee by ranking the citizenship of students. Will you give further assistance by listing below the qualities which you considered of importance when ranking students? When you have listed every quality which you then considered, please place a "1" at the left of those qualities you believe are of first importance, a "2" at the left of those of second importance, and a "3" opposite those of least importance. Use the back of the sheet if necessary. *Please sign your name in the space provided below.*"

Name.....

QUALITIES FOR CITIZENSHIP

The study of the lists submitted has proved to be of great interest. Space does not permit the various comparisons and correlations which may be made between the faculty and student lists. It is of interest, however, to list in the order of rank the most frequently mentioned qualities. (See Table I).

TABLE I.—RANK OF MOST FREQUENTLY MENTIONED QUALITIES OF GOOD CITIZENSHIP

Quality	Rank by Faculty	Rank by Students
Coöperation	1	1
Honesty	2	4
Active participation in school activities	3	7
Responsibility	4	6
Consideration of others and their views	4	16
Sincerity	6	12
Courtesy	6	11
Industry	8	4
Scholarship	9	13
High ideals of duty	10	16
Seriousness of purpose	10	13
Loyalty to school	10	2
Wholesome attitude toward work	13	23
Ability to gain good will of others	14	8
Reaction to criticism	15	21
Efficiency in tasks and activities	16	Not listed
Intellectual interests	16	Not listed
Initiative and originality	18	10
Courage to defend one's self	18	24
Common sense	18	23
Leadership	21	2
Deportment	21	Not listed
Character	23	19
Modesty	26	21
Energy	28	5
Good sportmanship	Not listed	15
Fairness	Not listed	9
Popularity	30	26
Athletic ability	Not listed	20
Offices held	31	26

It is planned to derive from the study of the lists submitted a composite list of citizenship qualities which may be used as a basis for voting by faculty and students preceding the selection of members to the honor society for the next school year.

In closing this article it may be well to indicate the activities of the members of Phi Beta Sigma. The following is quoted from Section VI of the Constitution of the Society.

SECTION VI—ACTIVITIES

A. Undertakings: Intellectual

1. To promote student interest in scholastic attainments.

A representative of the society shall present the ideals of the society to the underclassmen at the first-class meeting or at the school assembly.

2. To take charge of classes in the absence of the instructor.
3. To coöperate with the administration in any intellectual project.
4. To assume a responsibility for the care of, and order in, the library.

B. Undertakings: Social

1. To entertain the student body at the first Friday afternoon dance of each semester.

2. To give the traditional theatre party for members immediately after the spring initiation.

C. Undertakings: Moral

1. To promote scholastic honesty.

D. Undertakings: Loyal

1. To help the student council in any way possible.
2. To promote the right spirit towards the school.

CHAPTER XIV

SPECIAL TYPES OF ACTIVITIES: ASSEMBLIES, ATHLETICS, MUSIC, DRAMATICS, DEBATING, AND CLUBS

A. ASSEMBLIES, ATHLETICS, MUSIC, DRAMATICS, AND DEBATING

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In following this brief discussion of the assembly, athletics, music, debating, and dramatics, the reader may find it convenient to recognize that the author has two basic ideas in mind. These ideas are: (1) It is the business of the school to organize the whole educational situation so that the pupil has a favorable opportunity to practice the qualities of the good citizen with results satisfying to himself; and (2) wherever at all possible, extra-curricular activities should grow out of curricular activities and return to curricular activities to enrich them.

THE SCHOOL ASSEMBLY

The more interesting and worth-while school assemblies aid in accomplishing certain definite and desirable objectives, among which are the following: (1) The assembly can serve as one means of integrating the whole school by making available in an interesting form a common body of knowledge about the school and its problems; (2) the discussion of the problems of the school by representative pupils and teachers in the assembly, when wisely guided, tends to develop intelligent public opinion; and (3) the presentation in assembly programs of the successful achievements of the school—curricular and extra-curricular—tends to encourage these activities and to promote others like them.

Such problems may arise as handling the traffic in the school; conduct on the street, or in street-cars or busses; educational or vocational guidance; problems of health or of attendance or punctuality; the spirit of fair play, good sportsmanship and courtesy; the problem of budgeting the school finances or the pupil's time; of producing a newspaper worthy of the school and therefore worthy of its support; the welcoming of the freshmen, or a celebration of the achievement of other classes; the celebration of anniversaries

in the life of the school or in the life of the nation; the presentation by all departments of the school of successful class work that is of such a nature as to be of interest to the whole school and is at the same time well suited to exploring for the pupils some worthy field of knowledge.

The assembly program may serve to give a favorable start to the beginning of some activity in the school, but more often it will come as a climax to discussion that has been carried on in the home room or in regular class work. The assembly program is probably most successful when it comes as the fruition of ideas that have been carefully developed in the smaller units of the school. —

A successful recitation in class usually results from the participation of the pupils, guided by the teacher and by the abler pupils. The same plan should prevail in the assembly. If the school exists to educate the pupils, it is necessary to enable the pupils to share in the educative process of developing and presenting assembly programs. It seems to be a wise and increasingly widely accepted plan to have an assembly committee, composed of teachers and pupils, to guide the development and presentation of assembly programs. Any home room, class, or club can request this committee for a place on the assembly program. The committee, after determining the interest and worth of the proposed program and its readiness for presentation, can grant or deny the request. It is the business of such a committee to work out a constructive plan for assemblies and to promote the development and presentation of programs that carry out this policy.

It seems reasonable to say that in the assembly that comes once or twice a week, an outside speaker should be presented only when this speaker can bring help to some activity that is already under way or can aid in launching some activity that is definitely to be followed up. The assembly is primarily a place for the active discussion of school problems and for the capitalizing of school successes, rather than for the passive observation of distinguished passers-by.¹

¹ The first two of the following publications present a rich variety of assembly programs that have stood the test of actual presentation: (1) Francis W. Parker—School Yearbook, *The Morning Exercise as a Socializing Influence*, Chicago, 1913. (2) The Lincoln School of Teachers College, *Some Uses of School Assemblies*, 425 West 123rd Street, New York City, 1922. (3) Ellwood P. Cubberly, *The Principal and His School*, Ch. XVII, pp. 320-333. (4) Elbert K. Fretwell, "Extra-Curricular Activities, III"—A Bibliography on the high-school assembly. *Teachers College Record*. January, 1924.

ATHLETICS

Athletics should grow directly out of the program of physical education. As athletics is a part of the physical education program, it ought to be, and is tending to become, curricular rather than to remain extra-curricular. However, there is such a natural interest in athletics on the part of the more skilled players at least, that they desire to put in more time than any well balanced school program requires. The business of the school is to stimulate, guide, and, if necessary, limit the amount of time and effort that goes into the athletic program. Probably even in the schools with the best physical education programs, some pupils will carry athletic activity far beyond the requirements of any course of study. In such cases, athletics will continue to be extra-curricular. However, wherever it is possible, extra-curricular activities should be firmly rooted in curricular activities.

In cases where athletics becomes extra-curricular, these activities should be supervised by the school. This supervision should be, and is coming to be, constructive rather than negative; it is planning, with the hearty support of youth in many cases, *what to do* rather than *what not to do*.

In surveying the practices of many high schools, there are still many reasons to justify one in asking why those who need athletics the least are receiving the major part of the school's attention; why it is considered desirable for the high school to follow the unwise emphasis of some higher institutions on commercialized athletics; why some schools have coaches who are not regular members of the faculty; why girls' teams are encouraged to play games not suited to them—to play boys' games with boys' rules; why in athletics there is everything for the few and little or nothing for the many; why athletics is primarily a matter of winning, rather than a wholesome part of an intelligent physical education program.

However, it should be noted that in spite of athletics for the few in some schools and of unwise intersectional contests, there is, especially in junior high schools, an increasing percentage of pupils participating in athletics and an increasing emphasis on intramural athletics. An increasing percentage of schools have athletic contests within home rooms, between home rooms, and between classes. While still too few in number, an increasing number of

schools are having their own field day, with contests for all members of the whole school, grouped according to age and weight.

Since in so many cases athletic teams antedate physical education programs, it is natural that there should be special difficulties in this field. "School teams" in earlier days were often made up of players both without and within the school; there were no eligibility rules; almost anybody might be "coach." It was only when the team brought the good name of the school into disrepute that the faculty became active, and subsequent action was often repressive rather than constructive. School authorities can take little credit for the fact that athletics, historically, was first despised, then endured, and finally embraced.

The difficulties which educators felt to be inherent in the development of athletics before they came to recognize the contributions that athletics for all could make toward securing sound objectives in education, have not all passed yet. If athletics, as a part of physical education, is one means of putting the cardinal principles of education into practice, the coach should be a regular member of the teaching staff. In many schools this is still "a consummation devoutly to be wished."

Athletics is greatly influenced by the spectator, by public opinion. It is the duty of the school to aid in forming intelligent public opinion within the school. One means of doing this is to engage the whole school, teachers and pupils, in the responsibility of supervising athletics. The General Organization, or Student Council, of the school is composed of representative pupils and of teachers appointed by the principal, and all of its acts are subject to his veto. The Athletic Association, like the General Organization, should be made up of the whole school, but it has been found unwise to have two competing organizations in this field. The Athletic Association should be a subordinate part of the General Organization. The Executive Committee of the Athletic Association should be composed of the head of the physical education department, other teachers appointed by the principal, and pupils elected by their fellows. Some schools have successfully included members of the alumni in an advisory capacity. If athletics is tending to become, in part at least, curricular, such a plan may seem illogical. However, in even the best of current practice, such a scheme as is here recommended furnishes a means for engaging every pupil and

teacher in forming an intelligent opinion in the whole school regarding athletics. Neither now nor in the future can current practice get permanently far ahead of public opinion. A just ideal seems to be one where the school, backed by intelligent public opinion, will work out and supervise a constructive athletic program for every pupil.²

MUSIC

There was a time in the American high school when all music was extra-curricular; probably assembly singing, and singing and cheering at games and contests, will always be extra-curricular. In those earlier days, singing societies, glee clubs, choruses, bands, and orchestras were not included in the curriculum. Perhaps it was because there was such spontaneous joy and enthusiasm in music that an earlier educational theory could not admit music as sound 'disciplinary' education. Music, with its well-nigh universal appeal, developed outside of the school. In the grades at present it is a subject for everybody, and in the majority of progressive high schools it may be taken as a fully accredited subject for graduation, even if it is not accepted for entrance credit by some college.

If music were a regular school study and could be confined to regular courses, it should not be included in this study of extra-curricular activities. But music is for all, regardless of whether or not pupils continue their study of music in secondary schools. Most people attempt, on some level or other, to produce some kind of music, and practically all are consumers of music. Assuredly, there should be music as a regular curricular activity, but since everyone, or nearly everyone, is interested in music, there should still be provision for guidance of those who are interested in it as an extra-curricular activity. There should be skillful guiding by the leaders of the curricular music in the development of assembly singing, and of singing, even of cheering, at all places where these desirable activities will exist. It is the business of the school to help

² The following are useful references on school athletics:

Williams, Jesse F., *Physical Education*. Macmillan Company, 1922.

Heatherington, Clark W., *School Program in Physical Education*. World Book Company. 1922.

Wagenhorst, Lewis H., *The Administration and Cost of High-School Interscholastic Athletics*. Bureau of Publications, Teachers College, Columbia University. 1925.

every pupil, and teacher, too, to produce better music and to develop an appreciation that will demand better music, in school as well as out of school, in dance or radio music, in orchestras and in operas, comic, light or grand.

If the objectives set forth in the preceding paragraph be accepted, how can they be secured? Assuredly, the best way is not by leaving it to chance, by some *laissez-faire* scheme. There can be a keener interest in recognizing the present level of pupil taste in music, more attention can be paid to assembly singing, more attention even to popular contests in recognizing musical themes or selections, more attention to the way in which music heightens the effect of lyric poetry, or to the expression of a people in their folk music. Attention can be paid in assembly to the appreciation of music, even if presented by mechanical means, more attention paid by the whole school to the original music compositions of its pupils. The wish of the poet to hear America singing can never be realized unless all means—curricular and extra-curricular—be used to develop the production and the appreciation of music.

In some schools, choruses, glee clubs, orchestras, and bands are already curricular activities. However, when there is able, enthusiastic leadership, these activities go beyond curricular assignment. There are glee clubs and orchestral concerts and presentations of cantatas, oratorios, operas. One test of whether a pupil enjoys and finds worth while a curricular activity lies in his desire to go farther with it as an extra-curricular activity, as one means of making intelligent use of his leisure time. While music should be a curricular activity, there is a natural tendency for it to carry over into an extra-curricular activity. This should be encouraged if the extra-curricular phases grow out of the curricular activity and return to it to enrich it.

DRAMATICS

If 'dramatics' means 'giving a play,' it is certainly one of the oldest forms of extra-curricular activities. No profound knowledge of the psychology of the original nature of man is necessary to understand the instinctive desire to "be in the play."

Probably there is no one extra-curricular activity that can more naturally grow out of curricular activity. If the teachers of such

subjects as history, civics, geography, ancient or modern languages, and especially English, guide their pupils in visualizing what they read, they have taken the first step in dramatics. This ability to visualize—to see the picture—is fundamental to good teaching, and at the same time, it is one of the surest means of creating a desire on the part of pupils to act out what they see. The expression in dramatic form of what the pupils visualize can very properly be a part of regular class work, but the instinctive tendency toward dramatic expression is so strong that presently there will be a group of pupils who want to do more in dramatics, who want to see more plays, to read more plays, to act more plays, possibly to write original plays. This very natural desire may be guided into a class in dramatics or into an extra-curricular club specializing in some of the many forms of dramatic activity. Where teachers are alive to the sound educational possibilities of dramatics, this activity, because to so many it is such a satisfying activity, can and should grow out of curricular work.

In beginning a dramatic class, and still more in beginning a dramatic club, many teachers and pupils have found it both joyous and profitable to start with pantomime. Begin with such simple scenes as Robinson Crusoe finding Friday's track in the sand, or Mother Goose rhymes. From pantomime it is an easy step to simple, short sketches, or even to one-act plays. Certainly, one-act plays, rather than the long three or five-act plays, should constitute the major part of the activity of any dramatic club.

The production of school plays should be kept simple. There should be room for the imagination. The main feature is not the scenery or elaborate costumes, for "the play's the thing." There is little, if any, reason for a high-school play to attempt to ape, much less to match, a Broadway production. Wherever schools are rid of the outgrown notion that it is justifiable to wreck the school for weeks in order to give a school play, real progress in school dramatics has been made. Not long plays that become a grind, but many short plays produced with creative imagination and taste, help both teachers and pupils to realize the joy and profit in dramatics.

Happily, as the educational possibilities of dramatics are being more clearly recognized, many ancient abuses are being outgrown. How many have heard: "Oh we need some money. Let's

give a play." True, a play may make some money, but this is not a justifiable reason for giving it as a part of a high school's activities. Some literary society or class gives an elaborate play with rented costumes because it is in accord with a worn-out tradition. Even worse, some schools still engage a 'director,' who disorganizes the school for a week or two to put on a feeble imitation of a professional play, flavored with slap-stick.

If dramatics is to take the form of a club, this club should include groups of pupils who have a variety of interests—those interested in selecting plays, in costuming, in scenery, in stage and in business management, in acting. In short, there are three groups: actors, producers, business managers.

The play must be worth while, the production not too exhausting and rehearsals a joy rather than a nerve-racking grind. To begin more happily and also more rapidly, the director may read the play through with the group. The action may be blocked out and the actors may walk through their parts. Certainly, there should be a double or even a triple cast.

There should be growth on the part of all participants in ability to present plays. It is not enough to drill and drill until there is the right emphasis, tempo, climax, and atmosphere for a particular play, but those taking part should get the theory of how these desirable qualities are gained, as well as immediate technique. This same element of growth should be present in the groups that attend to the costuming, lighting, staging, and business management. If dramatics is to be a part of sound education, there must be growth and technique, real educational growth in understanding, in appreciation, rather than a hectic struggle to get a particular play presented.

Fortunately, the present tendency of dramatic clubs in high schools is to present one-act plays. Many of these clubs have several of these short plays going forward at the same time. The recognition of the part that the dramatic element can play in all, or nearly all, good teaching, together with the emphasis on short plays simply produced, tends to enable dramatics, whether curricular or extra-curricular, to take its rightful place in a sound scheme of education.

DEBATING

Debating, itself, has been the subject of much debate. In attacking this activity, it has been urged:

- a. that debating in high schools of the past decade has possessed no validity of thought and little reality in the concrete relations of every day life;
- b. that in many respects it has been a survival of the dialecticism of the Middle ages;
- c. that the questions debated have either not been worth while or have been beyond the interests or abilities of the debaters or the schools they represented;
- d. that the schools have neglected debating and debaters throughout the year only to break out into vociferous applause when their team was out to 'lick' some other team;
- e. that the manner of conducting debates has not made for honest thinking, in that debaters are assigned to a side who often know and care little or nothing about the merits of the question, and who devote themselves to supporting their own side and defeating their opponents;
- f. that truth is sought by an open mind, searching out, and weighing all facts, rather than by blindly assuming a position and trying to prove that it is correct;
- g. that the whole procedure makes for an insincerity that expresses itself with equal glibness on any side of any question;
- h. that debating is kept alive by competition rather than any worth in itself;
- i. that the type of dialectics produced is entirely out of keeping with present methods of arriving at any enlightened conclusion;
- j. that the coach in many cases has written the speeches and drilled the debaters until the whole contest is one between coaches; and
- k. that at best the coach has devoted an undue amount of time to a very few debaters.

Practically all these charges against debating have been denied, and it has been urged:

- a. that debating enables an audience to hear both sides of a question;
- b. that the debater must know both sides of the question;
- c. that the situation requires that the debater organize this material;

- d. that debating trains in team-work;
- e. that a premium is placed on clear reasoning;
- f. that debating trains in clear, forceful expression;
- g. that there is a favorable opportunity for training in the mechanics of public speaking;
- h. that the speaker learns to think on his feet; and
- i. that the debater learns to listen and analyze his opponent's argument.

Thus the statements, *pro* and *con*, might be continued at great length without convincing anyone or reaching any conclusion. However, the fact remains that debating persists and at the present time, aided perhaps by the recent English invasion, seems to be increasing in interest. This increasing interest may be due to the fact that the questions for debate are coming to have more to do with questions of current public interest and that the style of speaking is at the same time becoming less oratorical, more informal. Certainly, the style of visiting English debaters is having a real, and on the whole, a helpful influence, on American debating.

Perhaps in time some such plan as the following may prevail. At each meeting of the class or club a question announced in advance and within the range of actual interest of the group will be up for discussion. Each member will have the opportunity in a given time, to present one, and only one argument or to attack an argument already presented. It shall be the general rule that a speaker earns his right to speak by having written out the argument he wishes to present with any helpful references, say on a 5 x 7 card, and handed it in to the secretary. At the end of any successful meeting carried on in this fashion, the secretary would have, in a form for filing, the arguments on both sides of the question before the house. Every meeting of the debating club could be interesting and worth while in itself. Those who did not participate would eliminate themselves. After a series of such meetings, a wide range of debatable subjects would have been covered. The interest, by such a scheme, could be centered in the activity of all of the members of the club, rather than in outside competition.

However, outside competition need not be eliminated. When a debate had been arranged with one or more outside groups, the preliminary preparation for the contest could be carried on according

to the regular plan of the club. Every argument for or against the proposition could be brought out. Just before the contest, teams could be selected, so that each debater could speak on the side which he had come to believe was right. By such preliminary discussion of the question, all the arguments *pro* and *con* could have been developed and could have been written down and put in the hands of the secretary. According to their several abilities, all members of the club, just as members of a football team, would be ready to go into the game.

The worth-while elements in debating should be preserved and developed. Perhaps some such plan as is here presented may be found worthy of trial in our high schools.

B. HIGH-SCHOOL CLUBS

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Meaning of Clubs: Club activities have a prominent place in every modern high school. They have come about through a recognition of the limitation of the regular curricular activities and recitations to meet individual interests, inclinations, tastes, and the like. The great variety of worth-while club activities which has already been tried in high schools makes it possible for the individual student to find his place in accordance with natural interests and aptitudes. Students, for instance, who have an aptitude for music will have an abundant opportunity to have this interest stimulated in the high-school orchestra, glee clubs, chorus, and various other musical activities of the school. Clubs give opportunity to train in junior citizenship; they have their own officers, who are given every chance to develop initiative, leadership, coöperation, and other worthy qualities of citizenship.

Origin, Place, and Scope of Participation: Many club activities grow out of curricular activities, such as Foreign Language Clubs, Art Clubs, Library Clubs, Booklovers Clubs, Home Economics Clubs, Physical Education Clubs, Mechanical Arts Clubs, Commercial Clubs, etc. Many interesting avenues are opened in these clubs which could not and would not come in regular recitations.

Club activities will not be much of a success unless time is set aside in the regular school schedule for this purpose.

Many high schools take a regular period each day for the development of their extra-curricular program, which, of course, includes much more than club activities. Certain of these activity periods are given over for club meetings when all the clubs of the school meet.

The ultimate ideal of each high school should be the enlistment of its entire enrollment from conscious choice, based on interest, in some club activity of the school. The difficulty of doing this must not be underestimated. Club motives, club sponsorship, and club organization are problems not always easy of solution. But the ideal of every student in a worth-while club is an ideal which is worthy and which is possible of attainment. It has already been accomplished in some high schools.

Sponsorship: If clubs are to be successful, they must be sponsored by faculty members. Sponsors should be appointed by the principal, who should take into account their qualifications for the assignment. It is not good policy for the principal to appoint sponsors indiscriminately. As a rule, teachers who volunteer for sponsorship of clubs are more likely to be successful than those who are drafted. Students frequently make good suggestions for sponsors of clubs, but it is not always safe to follow their suggestions. Popular teachers do not always make good sponsors. The best sponsors are those teachers who through a minimum of effort develop a maximum of initiative and leadership among the student members of the club.

Teachers are beginning to realize that they have obligations and responsibilities outside of their regular class subjects.

Membership in Clubs: Every club should have its own constitution and by-laws worked out by its members. Requirements for admission are determined by the purpose of the club and the nature of its work. Under no circumstances should members be admitted to a club by a vote of the students through a process of blackballing or balloting.

In such organizations as orchestras, glee clubs, dramatic clubs, debating clubs, etc., it is necessary to admit members through competitive trial.

After students become members of clubs, they should be checked to determine whether or not they are being useful to the organization. If they have no interest and fail to meet the requirements of the club, the guidance department should function in leading them into activities which may interest them.

Organization of Clubs: Clubs are organized upon the request of students or upon the suggestion of a teacher who volunteers sponsorship. The objectives of the club should then be clearly stated, and it should be evident that they spring from a live interest on the part of those who are asking for the organization. Experience has shown that some of the best high-school clubs ever organized came about as the result of requests on the part of the students themselves. Before clubs are accepted as a part of the activity program, they should be considered carefully by the extra-curricular directors, the faculty committee, and the principal.

Some Things to Remember: Before and after the organization of clubs, the principal or his assistant should keep in close touch with them, in order that he may be sure they have worthy objectives, conform to school policy, and do not duplicate other efforts in the school.

The principal and his advisers ought diplomatically to discourage undesirable activities and point the way to better ones.

There ought to be a proper balance between curricular and extra-curricular activities. The number of clubs to which a pupil may belong ought to be limited. Scholarship in regular work should not be sacrificed for club activities if properly organized and supervised.

The guidance department of the high school has one of its greatest opportunities in connection with the club development of the school. Many pupils do not know where their interests lie; they have not found themselves. Real educational guidance should come in to lead them into proper activities.

A List of Clubs: An idea of the fields opened by club organizations may be gained from the following list:

- | | | |
|--------------------|-------------------------|-----------------------------|
| 1. Agricultural | 19. Swimming | 37. German |
| 2. Hi-Y | 20. Dancing | 38. French |
| 3. Girl Reserves | 21. Art Needle Work | 39. Latin |
| 4. Boy Scouts | 22. Millinery | 40. Spanish |
| 5. Camp Fire Girls | 23. Dressmaking | 41. Radio |
| 6. Girl Scouts | 24. Camp Cookery | 42. Glee |
| 7. Parliamentary | 25. Luncheon | 43. Music Appreciation |
| 8. Industrial Arts | 26. Little Mothers | 44. Camera |
| 9. Cartooning | 27. Inventors | 45. Poster & Commercial Art |
| 10. Commercial | 28. Historical | 46. Booklovers |
| 11. Officials | 29. Junior Civic | 47. Shakespeare |
| 12. Boosters | 30. National Geographic | 48. Story Hour |
| 13. Friendship | 31. Travel | 49. Debating |
| 14. Life Career | 32. Know Your City | 50. Dramatic |
| 15. Social Service | 33. Geology | 51. Public Speaking |
| 16. Etiquette | 34. Astronomers | 52. Health |
| 17. First-Aid | 35. Wild Flowers | 53. Poetry |
| 18. Leaders | 36. Bird | 54. Journalistic |

Club Activities and the Assembly: The club activities of the school will furnish abundant material for the weekly assembly which every modern high school should have. It will be a strong incentive for many of these club organizations to know in advance that they will be called upon some time during the school year to be

responsible for the assembly program. This is an additional opportunity for student participation.

Limitations of space will not permit a description of any of these club activities. For a complete description of many of the clubs mentioned in this chapter see *Junior High School Life*³ or the writer's volume on extra-curricular activities.⁴

³ Thomas-Tindal, Emma V., and Myers, Jessie D. *Junior High School Life*. New York: Macmillan Company, 1924.

⁴ Foster, Charles R. *Extra-Curricular Activities in the High School*. Richmond: Johnson Publishing Company, 1925.

CHAPTER XV

LOCAL PRACTICES: CLUBS IN THE BARBOUR INTER-MEDIATE SCHOOL, DETROIT

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Development in the Barbour Intermediate School: The junior high school (or intermediate school), in achieving its purpose, recognizes the desirability of directing the social instincts of the pupils, as they find expression in clubs and other so-called 'extra-curricular' activities. The school fosters and exploits these activities educationally in several ways.

It is not the purpose of this paper to discuss the educational ends or aims of school clubs generally, but to describe the beginning of an experiment now being carried forward in the Barbour Intermediate School, Detroit, Michigan, in the organization of these pupil activities and to raise the question as to what extent such an organization is any solution to the problem in a large school. To what extent the commonly accepted benefits of social direction or control as expressed in clubs are gained or lost by such an organization? As yet no scientific measurement of results has been tried at the Barbour, even if possible. The experiment stands, among others of a similar kind, as an objective and purely empirical attempt at a solution.

Present Scope: At the time of writing, all the pupils of the Barbour Intermediate School, two thousand in number, are enrolled voluntarily in about sixty clubs or social organizations. These clubs all meet at the same time once in two weeks, the last period of the school day. Each club has a teacher adviser and a program which is carried through the semester. The clubs are under the general supervision of a director and committee of teachers and pupils. The roster of clubs, here presented in Table I, shows their purposes and activities.

TABLE I.—CLUBS IN THE BARBOUR INTERMEDIATE SCHOOL, 1923-1924, AND THEIR PURPOSES AND ACTIVITIES AS STATED BY THE TEACHER-ADVISEE

Name of Club	Purpose	Activities
Archery	Recreation; fair play; skill in archery	Making bows and arrows; archery contests
Auto (Boys)	Knowledge of auto; repair; travel	Discussion and demonstration
Basketry	To learn to make reed baskets	Making baskets
Busy Girls	Social. To gain skill in embroidery and beading	Making pillowcases, beaded bags, handkerchiefs, etc.
Bird and Pet	To interest children in love and protection of birds and pets	Field trips, reading, reports, etc.
Boat (Boys)	To foster and try out constructive instinct through model boat building	Building model boats
Bug Hunting	Study of kinds, habits, uses, and evils of bugs	Collecting, mounting, study of bugs, field trips
Blue Bird Knitting	Skill in knitting	Knitting of scarfs, sweaters, dish clothes, etc.
Book Repairing	To learn how to take care of books and repair them; to create a love for books	Book binding and repairing
Barbour Seniors	Looking forward to future educational and vocational life; preparation of graduation activities	General class meetings, planning activities, hearing talks, discussion, business
Cooking (Girls)	To learn to prepare and serve food, emphasizing the social as well as the practical	Defined in purpose
Choral	To develop a love of singing	Singing old songs that children like and also learning some new songs
Cartooning	Tryout in free-hand drawing; expressing thought in cartoons; interest in school and public affairs	Chalk drawings, work in charcoal, pencil, pen and ink
Crochet (Girls)	To learn to crochet	Study of crocheting
Camera	To develop interest and knowledge of principles of photography	Taking and printing pictures
Gymnasium (Boys)	To promote athletics, health, and recreation	Pictures taken for school paper Games
Glee Club (Boys)	Training in vocal music; group singing	Work in cantata
Golf	To learn true sportsmanship and to learn how to play golf	Playing golf
Garden	To develop a love of gardening	Discussion of gardens and drawing plans for model gardens
Hiking (Girls)	Health—"Know your city"	Plan and take hikes to places of interest
Junior Red Cross Life Saving (Girls)	To pass tests of Junior Red Cross	Swimming

TABLE I—*Continued*

Name of Club	Purpose	Activities
Latin	To learn and to enjoy some Latin; to study about Rome	Papers, dramatics, games, discussions
Music Appreciation	To foster a love and appreciation of better music	Music-memory contest, recitals, victrola
M. S. Puzzle	Social service; making and solving puzzles	Make puzzles and send them to hospitals or absent pupils who are ill
Orchestra	Training in instrumental and orchestral music	Play for school activities
Public Speaking	To gain ability to talk clearly and well before an audience	Original talks on subjects in their own experience, reciting selections learned, dramatizing stories
Poultry	To learn the value of different breeds of poultry and their care and breeding	Study of things mentioned under purpose
Sewing (Girls)	Skill in sewing	Plain and fancy sewing
Stamp	To discuss matters of philatelic interest and bring the stamp collectors of the school together	Trading and buying stamps, discussions, collections
Swimming (Boys)	To learn to swim, dive, first-aid, health, recreation	Swimming
Story Telling	To interest members in certain books and stories of value for leisure time	Programs based on stories of interest to the members of the club
Scrap Book	To learn the value of a scrap book, and how to make one	Making scrap books
Two in One (Girls)	To promote athletics, health, and recreation	Games and dancing
Willing Workers	To learn that the greatest pleasure comes from making others happy	Making Christmas gifts for the poor
Christmas Club		
Woodcraft (Boys)	To learn more about the nature and the use of tools	Discussion; making things in the wood shop

The Steps in Instituting the Program: This experiment has been going on since September, 1922. Two different directors, who have been heads of departments, teaching twenty hours a week, and giving general oversight to a department in the school, have had charge in that time. There has been a greater than fifty per cent turnover of pupils, and the usual turnover of teachers. Nevertheless, the clubs continue to thrive. They seem to be operating, as it is expected clubs should, with voluntary selection of activities on the part of pupils and some purposeful activity of a worthwhile kind in the organization. How was this situation brought about?

Among pupils of the intermediate school age, certain social instincts manifest an acceleration of growth. Add to this the facts

of the restless experimentation and self-assertive tendencies of children in the early teens, and with the least encouragement, clubs, cliques, gangs—many types of group activity—grow rank. This is the starting point. Wise and energetic teachers have always given useful direction to these tendencies. The questions arose therefore naturally at the Barbour: Is it desirable that all the pupils in the school have an opportunity to choose and participate in a club activity? And is such an outcome possible? After the first of these questions had been tentatively answered by those in control, steps were taken to carry out the idea. The steps in the organization briefly were:

- (1) the appointment of a committee of teachers by the principal to study the situation and recommend a plan of action,
- (2) the education of all the teachers so that they would wish to accept the experiment and be able to carry it through intelligently and wholeheartedly,
- (3) the focusing of the interest of the pupils on the idea, and their voluntary enrollment in clubs, including thirteen clubs already existing in the school,
- (4) the coördination and direction of the clubs in such a way as to give them a dynamic purpose and continued activity.

The original committee first drew up a statement of purposes of school clubs, a statement which included those purposes commonly accepted (see Table II). It also accepted what it considered certain basic principles which were later accepted as well by an increasing number of teachers and pupils in the school. These were: (1) that a club should have some definite and worthy reason for being; (2) that its purposes and activities should be essentially children's purposes and activities, not those of adults; (3) that as much volition as possible be allowed the pupil in selecting or rejecting a club. The committee recommended the plan of organization which was in general carried out later.

The teachers' interest and sympathy were not underestimated; a campaign of education went on in the school for three months or more, with the purpose of awakening both them and the pupils to the possibilities of clubs. Teachers' meetings, assemblies of students, the school paper, the auditorium, the student council, and the home rooms were all agencies in spreading this propaganda. It was considered not enough that pupils should know merely the

names of a few clubs and have a vague idea of their activities. The clubs of other schools were discussed; outside agencies fostering clubs, such as the Boy Scouts and Girl Reserves, were enlisted; pupils' hobbies were talked about and used as classroom subjects.

Next, through the agency of the student council—the director and advisory committee remained in the background—the pupils balloted in their home rooms, with the guidance of their home-room teacher, for their first, second, and third choice of clubs. On the basis of these choices, clubs were formed. In a great majority of cases, the first choice of a pupil controlled his enrollment. Pupils who did not wish to belong to a club—there were about fifty at

TABLE II.—GENERAL AIMS ACCEPTED FOR THE BARBOUR INTERMEDIATE SCHOOL CLUBS

Main Objectives of Education	Realized in Clubs Which
I. Health	<ol style="list-style-type: none"> 1. Provide health exercise 2. Awaken interest in sports 3. Give health knowledge and habits
II. Command of fundamental processes	<ol style="list-style-type: none"> 4. Awaken general interest in school subjects
III. Worthy home membership	<ol style="list-style-type: none"> 5. Contribute to leisure home interests 6. Stimulate interest in domestic arts 7. Provide additional art appreciation education
IV. Worthy use of leisure time	<ol style="list-style-type: none"> 8. Provide hobbies of present and future interest 9. Directly use leisure time worthily 10. Stimulate interests in reading
V. Vocation	<ol style="list-style-type: none"> 11. Provide 'tryouts' in manual or art education not provided elsewhere 12. Awaken vocational interests 13. Give vocational information and guidance
VI. Citizenship	<ol style="list-style-type: none"> 14. Create ideals of citizenship through action 15. Establish right standards of civic and social conduct 16. Contribute opportunity for free reaction in small social groups
VII. Ethical Character	<ol style="list-style-type: none"> 17. Provide an outlet for, and give wise direction to, certain instinctive reactions, such as the 'gang spirit,' collecting, play, attention-getting, self-conscious behaviour, teasing, etc. 18. Create ideals and habits of loyalty, co-operation, kindness, respect for personality, etc.

first—were allowed to go to a study room during the regular club hour.

Two large groups deserve special mention in the organization. All members of the 9A class were formed, at their own suggestion, into a class organization, looking forward to their leaving the school. The 7B class, which was new to the school, was always held together for three club meetings at the beginning of a semester to go through a “know-your-school” and “choose-your-club” educating process.

The clubs were next formed. Space forbids mention of many interesting details in the work of organization. We were not sure whether the life formally breathed into these clubs would endure. There was, however, some vitality, for most of the clubs did endure successfully. They have lived lustily for two years. Large group-projects were worked out by them, stimulated by the student council, school paper, or the home rooms. Each club attempted to make a statement of purpose or a creed to guide its activity. An exhibit week was held in the school, when the products of all clubs were in some form displayed. The auditorium gave an outlet for production. The yearbook played up the clubs. They were an ever-increasing source of classroom material. All these things have kept the clubs alive. We have seen many objective results of their efforts, in the form of plays, debates, school papers, model boats, stamp collections, athletic contests, cartoons, and many other things.

Results of the Experiment: What in general are the results of this experiment? The Barbour teachers agree that the clubs realize to a greater or less degree all the purposes claimed for them. The pupils are genuinely and keenly interested. The teachers have learned to handle the club technique better. It is fair to ask if this will not help them to learn a better classroom technique.

It is doubtful whether the machinery of organization, however carefully administered, does not interfere with the true club spirit. The trend at the Barbour has been toward a more informal machinery and less visible general government. Teachers have attempted to keep out of the foreground, for they feel that the clubs belong to the pupils. The true club spirit should be truly free. It is essentially an unrestrained, leisure-time spirit. This is hard to secure in full measure under organization in a large school, but many interesting and valuable things do come out of such a project.

CHAPTER XVI

LOCAL PRACTICES: TULSA HIGH SCHOOL

MERLE PRUNTY

Principal, Tulsa High School, Tulsa, Oklahoma

CONTROLLING PRINCIPLES

Extra-curricular practices in the Tulsa High School have been determined by the following five fundamental considerations:

First, all so-called 'extra-curricular activities' have been curricularized by giving them a specific period assignment in either the departmental or school schedule of recitations;

Second, sixty-six capable faculty leaders who are equipped both by training and experience with the technique necessary for skillful instructional leadership and with the temperament essential in creative and successful performances, have been assigned either all or part of their time to the different activities;

Third, both special and universally required rudimentary, as well as elective, extra-curricular courses have been organized, which have afforded exploratory opportunities to all students for discovering their aptitudes and fostering their interests;

Fourth, following the exploratory courses, students have either been required to continue a given extra-curricular course or have, only upon faculty recommendation and the approval of parents, been enrolled in the advanced sequences of the preliminary course in which they have revealed exceptional interest or unusual ability;

Fifth, in order to support the socializing and motivating influences of the four preceding policies and to administer the extra-curricular program effectively, we have followed consistently a plan of recognizing purposeful achievement based on the following:

- (a) Credit toward graduation;
- (b) Standardized scholastic requirements for intra- or inter-school participation;
- (c) Fundamentally worthy citizenship attitudes and social acceptability;
- (d) Balanced and diversified leadership opportunities;
- (e) Proportionate competition, publicity, and awards;
- (f) Permanent recording of each student's extra-curricular achievements and citizenship status;

- (g) Non-duplication of objectives by different organizations;
- (h) A coöperative budget for financing all extra-curricular activities.

The Scheduling of Extra-Curricular Activities: Our school day consists of a twenty-five minute home-room period, a thirty-minute lunch period, and six clock-hour periods clear of 'passing' time. Every regular student is required to enroll in a home room, in five clock-hour periods, one of which is a combination period, and in one hour of study; except, first, that a student having no grades below 'B' for his previous semester, and who ranks in the upper twenty-five percent of the school's range of I. Q.'s may take a sixth 'doing subject' instead of study, and second, that any student electing two periods of 'doing work' may take a third 'doing-subject' in place of study. All scheduled extra-curricular activity is classed as a 'doing-assignment.'

All extra-curricular activities are scheduled as follows: first, in the home-room programs; second, in the combination periods; third, within the clock-hour recitation schedule; fourth, on home-room time.

HOME-ROOM PROGRAMS

Administration of the Home-Room Program: The high-school student body is this year assigned to sixty-six heterogeneous, unstratified, non-segregated home rooms of fifty students each, of which seventeen are for freshmen, nineteen for sophomores, seventeen for juniors, and thirteen for seniors. In view of the fact that students are grouped homogeneously in their academic classes and segregated in much of their work, we feel the home room should be a cross section of each class. A class director with two assistant class directors is assigned to each of the four groups of home rooms, and they, with their respective groups of home-room teachers, go through the four-year period with the same students in so far as this is administratively possible. Home-room teachers and assistant class directors carry a full teaching load of five periods. Class directors teach three classes massed in the middle of the day, but with a single preparation. The home room is not only the administrative unit of the school, but an instructional unit as well.

Common Elements in the Home-Room Programs: The home-room program not only provides a rich opportunity for directing

appropriate school procedure, but offers as well a unique opportunity for instruction and practice in the acquirement of desirable citizenship attitudes. The elements common to all home rooms are:

- (1) Applied appropriate parliamentary procedure;
- (2) Study and practice of the principles of thrift;
- (3) Discussions of desirable student citizenship qualities and the formulation of suggestions affecting student policies both within the school and in the community;
- (4) Weekly reports from the house of home-room representatives;
- (5) Support by subscription, purchase of tickets, and the making of contributions to the various school or community activities;
- (6) Sympathetic personal counseling, directive conferences, and educational guidance. All registration details are cared for in home rooms, so that we are able to run a full day of school the opening day of each new semester;
- (7) Election of school officers, including the discussion and evaluation of desirable officer traits, the selection of nominating delegates, and balloting on nominees in the final election;
- (8) Promotion of school art league through a penny-a-week contribution and study of the school's art exhibits;
- (9) Daily reports from the fellowship committee regarding students absent from school on account of personal illness or for other reasons;
- (10) Study of Hutchins' Ideals of the Good American, Collier's Moral Code for Youth, learning of the American's Creed, Preamble to the Constitution, national anthems, pledge of allegiance to the flag, and study of flag etiquette;
- (11) Learning the school's creed, student's prayer, school songs, school yells, and an understanding of the school seal and the coat of arms; and
- (12) The preparation of individual home-room programs for class assemblies.

Core Content of the Home-Room Program: The core of the freshman home-room program is: first, a systematic study of the 154-page high-school manual of administration; and second, a study of appropriate manners for boys and girls in their various school contacts.

The sophomore core activity is a survey and study of the various vocations open to trained men and women in Tulsa; second, a study of manners in the home relations of boys and girls; third,

personal efficiency analysis in study and habits of behavior in the school, in the home, in church, and in neighborhood relations; and fourth, a consideration of personal traits making for success in their temporarily chosen vocation, as derived from personal interviews with community leaders in those vocations.

The junior home-room groups study first, the world's great constructive inventions and discoveries which have freed man from arduous labor and discomforts, which have liberated his mind for constructive work, and which have contributed to his success and happiness. Second, they study appropriate dress and behavior for social functions.

The senior home rooms study: first, the makers of the world's great ideals in the various channels of our complex society; and second, the ethics of business and professional life and appropriate personal behavior in business and professional relations.

THE REQUIRED COMBINATION COURSES

Administration: Twenty specially trained teachers are assigned to the teaching of the daily required combination courses in the freshmen, sophomore, and junior years.

The assignment of these teachers by departments is as follows: five men for boys' hygiene and physical education, five women for girls' hygiene and physical education, two men for boys' music, two women for girls' music, two men for boys' public speaking, two women for girls' public speaking, and one woman each to boys' and girls' worthy home-membership.

Content: Physical education and hygiene are required three days a week the first semester and two days a week the second semester of each student in his freshman, sophomore, and junior years. In combination with physical education and hygiene, freshman students are assigned choral music, music appreciation, glee club, band, orchestra or out-of-school music; sophomores are assigned public speaking, and juniors worthy home membership.

On the basis either of physical examinations or the student's choice, students are assigned either to outdoor games, 'gym' and 'gym' games, swimming and water games, boxing, wrestling, or the individual and corrective work. During their physical training course all students are given work in all types of physical educa-

tion, including one year of swimming, except in the case of the physically unfit or defective, who are assigned continuously either to outdoor work or individual and corrective classes. Except in individual 'gym,' students are homogeneously grouped on the basis of age, height, and weight. In each year all students have eighteen hygiene lessons involving physiology, anatomy, sex instruction, and health instruction, accompanied by individual score sheets for recording the observance of health instruction and the establishment of health habits.

In both sophomore boys' and girls' segregated, required public speaking combination courses, the content includes training intended to develop voice quality and a graceful, properly controlled posture in speaking. The medium of instruction is the study and practice of the different types of public address. Many noteworthy standard and classic literary and dramatic selections in both prose and poetry are memorized by all students.

The junior boys' required combination course in worthy home-membership includes: appropriate selection and preparation of foods; names, costs, and wearing qualities of the different materials used in boys' and mens' clothing; care of clothing; line, color, and harmony expressing good taste in boys' apparel for different occasions, concretely illustrated; care in personal appearance; duties of a host; serving of meals; home planning; home decoration; home furnishing; landscaping; home civic and commercial architecture; family incomes and family budgets; insurance, taxes, thrift; and worthy use of leisure.

The junior girls' required combination course in worthy home-membership includes thirty lessons in home nursing, first aid, care and feeding of children and the family; thirty lessons in home planning, home decoration, and home furnishings; and thirty lessons in home management.

ADMINISTRATION OF EXTRA-CURRICULAR ACTIVITIES WITHIN THE CLASS SCHEDULE

All extra-curricular activities which of necessity require systematic and effective instruction in order to insure successful promotion are scheduled with specially trained teachers in the regular class periods whenever twenty or more students enroll for the work.

All such extra-curricular classes are organized, have a complete corps of officers, and meet for the most part daily as a club organization. Membership, however, in all such class organizations is attained either upon faculty approval or more generally upon faculty recommendation. Students neither elect nor approve students for membership in these extra-curricular classes.

The activities scheduled within the various departmental schedules are competitive athletics, music, public speaking, journalism, art, and all-school assembly. An account of each of these follows.

1. Competitive Athletics

A mass program in all forms of athletics for all students who wish to participate in any or all types of athletic sport is fostered. This work is scheduled within the last hour of the school day and on the after-school time immediately following, so that the athletic period is from 2:35 to 4:30 p.m. Last year 1267 boys were enrolled in interclass sports and 209 in interschool sports. At the same time 1476 girls were enrolled in interclass, and 20 in interschool sports. We foster no interschool sports for girls, except tennis.

In order to provide faculty leadership for interclass sports, we employ, in addition to the full-time instructors in the physical education departments, men and women who have had college training and coaching experience in the several sports to teach in the various departments of the school and to take in addition to the regular teaching load a last-period interclass athletic group. Extra-class coaches receive \$120 additional salary per year.

All students in interclass sports are homogeneously grouped into three groups in each class on the basis of age, weight, and height, and compete in a class schedule only with their groups in the other classes.

The interschool groups in a given year are made up of students recommended or approved for enrollment following their interclass experience, except that any student displaying unusual skill or ability may be transferred to the interschool competitive groups at any time. No student is permitted to compete in any sport whose sportsmanship, scholarship, and citizenship record is not wholly acceptable in the school.

2. Music

Following the required freshman segregated combination work in music, sophomore, junior, and senior students are either recommended or approved for the segregated elementary glee clubs. Following the elementary glee club work, students may next be promoted to segregated advanced chorus classes. The boys' and girls' high-school glee clubs are chosen from the membership of the advanced chorus classes.

Special features of the music department are its public programs of opera and its group chorus work. These choruses, depending on the occasion for which they are used, may include the following: 150 voices comprising only the two advanced choruses, 400 voices including the advanced choruses and the elementary glee clubs, and 1500 voices including all students in vocal music work. Another special feature possible in class scheduling of music is the bringing together of all music students in the auditorium once or more a week for group chorus within a given period of the school day. Both boys' and girls' advanced chorus classes are scheduled in the fifth period of the day. This period, including lunch, is ninety minutes long. The glee clubs or groups from these choruses can therefore sing during their regular music period before city luncheon clubs without being taken out of their other classes.

Advanced orchestra, enrolling 60 selected students, is scheduled daily, during the third hour, immediately preceding assembly, so that they are on the stage, in tune, and ready both to provide and participate in the assembly music.

Elementary orchestra, enrolling usually 40 to 50 students, is scheduled the sixth hour of the day, three days weekly, and is a preparation ground for advanced orchestra.

Both elementary and advanced band are scheduled in the last hour of the day. The former is a preparation for the latter. These organizations usually carry an enrollment of about 50 each. Parades, athletic contests, pep meetings, etc., are usually held at the close of school, especially on Fridays. The band can therefore be in complete readiness as an organization to participate immediately in these functions.

Advanced orchestra is assigned five periods per week, in order that in addition to doing its regular course, it may be in readiness

to accompany any special programs, such as assembly music, special chorus activities, dramatics, pageants, festivals, etc. Only boys do band work; both boys and girls do orchestra. Both advanced band and orchestra have uniforms provided by the T-Club.

3. Public Speaking

Following the required sophomore segregated combination courses in public speaking, students, either upon faculty recommendation or approval, may be routed into five activities—debating, dramatics, dramatic reading, orations, or extemporaneous speaking classes.

1. *Debate*: Separate debate classes for boys and girls are maintained, with a woman coach for the girls and a man coach for the boys. Students 'feed' into debate from three sources: (1) from required sophomore public speaking classes, (2) from English VA, which is devoted to a detailed study of exposition and argumentation, and (3) from the annual interclass debates, in which all students participate through the medium of the freshman, sophomore, junior, and senior English composition classes. This last mentioned mass program of debating gives all English students an introduction to the principles of debating and equips them to listen intelligently and to evaluate as judges the interclass and interscholastic debates, both of which are always held before the school's assemblies,—the former before the several class assemblies and the latter before the all-school assemblies.

2. *Dramatics*: The students in the elementary dramatics classes come out of the sophomore required combination public speaking. Two years of work in dramatics are offered. The full time of one and one-half teachers is occupied in this work. The all-school plays are presented by these classes. All plays given are completely prepared during the dramatics class hours. No week-night student meetings of any kind are ever held under the auspices of the high school, except that a dress rehearsal is held one night before a play is given, in order to work out appropriate staging and lighting effects.

The all-school dramatics program is also supported by a series of four class plays by the freshman, sophomore, junior, and senior classes. With the exception of the senior class, these classes dra-

matize and present one of the English classics regularly studied in the English literature classes. With us, literature comprises the course of study in English II, IV, VI, and VIII and composition in English I, III, V, and VII. Therefore, no one-semester group of students has both a debate and a dramatization project within that semester, but all get both in the course of each year's work. In the class plays, because of the large number both desiring and needing an opportunity for participation, each act of the play is carried by a separate cast; one teacher with her literature students in a given semester of work takes the responsibility for casting one act and training her students for its presentation. We require that all English teachers employed by us shall have had training and experience in both public speaking and dramatics. The financial return from dramatics is large. Admission is twenty-five, fifty, and seventy-five cents. One thousand and thirty-two seats are available at each performance for twenty-five cents. The proceeds from dramatics carry all the expenses of the interclass and interschool public-speaking contests given free to the class and all-school assemblies.

3. *Dramatic Reading:* The students enrolled in the class for individual contest work in dramatic reading come from the school at large and are enrolled upon faculty recommendation or approval. Some of these students have had considerable private training in speech, either before entering or during their high-school course. Others, because of their unusual ability in group dramatics, are enrolled in this special contestants' class. From this class come the representatives in both interclass and interschool dramatics.

4. *Orations:* This class is made up of students especially interested or capable in either standard or original orations. The interclass and interschool contestants in oration work come from this class.

5. *Extemporaneous Speaking:* Following the close of the interschool debating seasons, both the boys' and girls' debate classes turn their attention to interclass and interschool work in extemporaneous speaking.

All classes in dramatic reading, orations, boys' and girls' debate, and extemporaneous speaking are scheduled in the same hour. These classes are organized jointly as the school's Forensic Club

and hold meetings regularly once in two weeks as a club during their assigned hour. From the membership of the Forensic Club comes the Speakers' Home-Room group of the school. The majority of the students used for individual participation on all-school assembly programs also come from the forensic group.

4. Journalistic Activities

1. *The School Newspaper*: The school newspaper, *Tulsa School Life*, is published by the students enrolled in Journalism II. One year's work is given in journalism. Students gain entrance to the Journalism I class from either English IV or English VB (the latter embracing an elementary study of the newspaper), either upon faculty recommendation or approval. The work on *Tulsa School Life*, a six-column, six-page, weekly paper, includes preparing and editing of news and advertising copy, making up, and printing complete in the school's printing plant. A separate staff is organized for each issue of the paper, so that all students in the class get experience in each of the actual steps of issuing a paper. It represents a coöperative endeavor, embracing the English, art, commerce, linotype, and printing departments. The subscription rate is twenty-five cents a year; this year every student of the school is a subscriber.

2. *The Annual*: The staff of the yearbook, the *Tom Tom*, is made up of recommended or approved junior and senior students. They spend the first part of the year studying the techniques involved in yearbook publication as illustrated in a large number of school annuals. Until the time the book comes from the press, they are busily occupied with the work of its issuance. Thereafter, they devote themselves to the planning and preparation of the various commencement programs. The 184-page book this year sold for one dollar. Instead of carrying advertising, a patron's page representing various amounts of advertising is carried. A one-page patron gives \$100; a half-page, \$50; a quarter page, \$25; and a business card, \$10. The patrons' pages bring \$1500 to \$1800 annually; in addition, the book is subsidized by an all-school *Tom Tom* carnival, which usually nets about \$1000. Eighteen hundred fifty-two copies were sold the past year.

3. *Writers' Club*: This class club is made up of junior and senior students who have displayed unusual skill in writing and who hope to follow productive writing as a vocation. They have interested themselves especially in writing upon the early history of Tulsa and the progress of the State of Oklahoma through the period of occupancy by the Indians to the present. This class has also done some very acceptable poetic writing; the senior class poem and class song last year came from the membership of the class.

4. *Advertere Club*: This class club is conducted as a class activity for one semester each year for students who have become especially interested in advertising problems through their work on the advertising staffs of the school newspaper and yearbook, and who plan to follow advertising as a vocation.

5. *The High-School Manual of Administration*: The immediate responsibility for the issuance of this manual is given to an English VA composition class. They have the coöperation of the art and printing departments and the assistance of the faculty and student senate in determining what material shall be included in the book. The last manual issued has 154 pages of descriptive and explanatory material regarding school procedure which is of interest and value alike to new students, new faculty members, and patrons.

5. Art Clubs

1. *The Cartoon Club*: This club has as an outlet for its product: the school newspaper, the yearbook, and the promotion of desirable attitudes toward the school and its activities.

2. *The Design and Poster Club*: The work of this organization is motivated by the demands for its output in the school newspaper, the yearbook, the Manual of Administration, and in the promotion of interest in, and support of, the whole school's extra-curricular program throughout the year. The interschool contestants in design and poster also come from this class.

6. Departmental Academic Clubs

We do not provide for academic clubs, as such, in science, language, history, and mathematics, for the reason that our students are grouped homogeneously in these departments and the different

courses of study providing for separate ability classifications make possible sufficient variation in content and procedure to render departmental clubs of little additional value.

7. All-School Assembly

The weekly all-school assembly is held on Friday at the end of the third period. The home room on Friday is shortened to ten minutes, allowing enough time to care for administrative details, and eight minutes is deducted from each of the six recitation periods, thereby providing one hour for general assembly. The vice-principal, who is also chairman of all extra-curricular procedure, is head of the assembly program committee of faculty members and students. The student members are appointed by the president of the student senate. This assembly committee meets each Wednesday morning at 7:45 to 8:15 and plans programs far enough in advance to admit of effective student participation.

We regard the all-school assembly as the greatest single integrating and assimilative force in the school. It is the means through which the ideals and objectives of the school are held constantly before the students. It is a means by which the school may be revealed to itself through programs provided by the various departments and organizations within the school; it is a means by which the best that the school and community have achieved through their various agencies may be recognized before the school.

Members of the student senate always preside over all-school assemblies.

SCHOOL SERVICE ORGANIZATIONS SCHEDULED FOR MEETINGS DURING HOME-ROOM PERIODS

1. Assemblies

1. *Class Assemblies:* For one day each two weeks the home rooms of a given class report to their assigned place in the auditorium for a 25-minute assembly. When we consider the old type of class meetings, held following dismissal either at noon or after school and for which only a few interested office-seekers or social aspirants remained, we at once realize the assimilative and directive opportunities afforded in the class assembly. The opportunities for student leadership and participation in the programs of a

given class assembly are many and varied. The discussions of problems of interest to a particular class, only, may be effectively cared for in these assemblies.

2. *All-School Music Assemblies*: Once each month the home rooms of the whole school may report to assigned sections in the auditoriums during the home-room period for community singing. These assemblies have contributed much happiness to the school, love of group singing, and the memorization of many worth-while songs.

3. *Segregated Assemblies*: At least four boys' and girls' segregated assemblies are held on home-room time each year in which problems of peculiar value or interest are simultaneously presented. Nine segregated class assemblies for each class are also held each year. These assembly programs are provided under the leadership of the dean of boys and dean of girls, respectively. The leadership of the Hi-Y clubs usually has a conspicuous part in these segregated assemblies.

2. Athletic Association

An all-school athletic association with a separate boys' and girls' division fosters and promotes the mass athletic activity of the school. Membership in the whole school association is fifty cents annually, which entitles its members to a season ticket for one dollar to either boys' or girls' competitive athletic contests or for two dollars to both. The expenses of equipment for the mass program amounts to approximately \$15,000 per year. The complete expenses are paid from the treasuries of the boys' and girls' athletic associations.

3. Student Coöperation in School Government

1. *House of Representatives*: This body is composed of one representative from each of the sixty-six home rooms and meets during the home-room period on Monday of each week. Its chief function is to carry back to the home rooms any mutually approved plans or suggestions which the principal, the representatives, or the student senate president may wish to see carried out through the entire school.

2. *Student Senate*: The student senate of forty-eight members, consisting of two members from every school organization, includ-

ing the four classes, initiates all school policies, sponsors all new school organizations and the house of representatives, and administers the regulations affecting the holding of school offices. Every student service committee, such as assembly monitors, door monitors, cafeteria monitors, corridor service committee, etc., has for its chairman a member of the senate appointed by the president of the senate. The sponsor of the senate is the dean of girls. Assistant sponsors are the dean of boys and the four class directors. The senate's powers are legislative only and are subject to the approval of the principal. The senate meets at 8:00 to 8:50 each Thursday morning.

4. The T-Club

The membership of the T-Club embraces all students who have represented the high school in an interscholastic contest, whether academic, athletic, literary, or musical. Contesting students are given a card case carrying a certificate of membership in the T-Club in an all-school award assembly held annually. All contestants are also given a seven-inch T, subject to the requirements for such award. The athletic contestants receive a block T and all other contestants an old English T. Students winning a T-Club certificate in their senior year are given a crimson T, which admits them to all the activities of the school thereafter without charge. The T-Club has the concessions at all-school activities, from which they clear annually \$1000 to \$1500, which is used to provide membership certificates, certificate cases, and T's for the contestants in a given year. They have also provided the initiation robes for the National Honor Society, the band and orchestra uniforms, the steel fence around the athletic field, and have contributed five to eight hundred dollars each year to help pay the expenses of the school train which carries our interscholastic contestants to the interscholastic meets held annually at the Agricultural and Mechanical College in Stillwater and at the state university in Norman. The sole objective of the T-Club is service to the school. Their meetings are held bi-weekly during the home-room period.

5. The Booster Club

This club is composed of a tried and tested group of students who represent the school in its various relations involving school

coöperation in community undertakings. They also manage the graphic publicity and advertising for all school activities and undertakings.

6. The Speaker's Bureau

This group of boys and girls constitutes a selected home room from the forensic classes. It is their special mission to appear in class, all-school, or segregated assemblies and address the student body respecting school policies approved by the student senate and house of representatives. They also represent the Booster Club in their advertising programs by speaking, not only before the school meetings, but before the various civic organizations of the city as well. The instructor in boys' public speaking and debate is sponsor of the Speakers' Bureau.

7. Honor Societies

The National Honor Society for juniors and seniors has for its objectives: trustworthy leadership, exemplary character, unselfish service, strong scholarship, and loyal student citizenship. Our practices in the administration of this society are determined by the constitution of the National Society, except that we have quite an elaborate induction ceremony. We also have a Junior Honor Society having the same objectives as the National Society, but in no way connected with it, open to sophomores and freshmen. The National Society's constitution precludes the selection of more than 15 percent of the graduating class. For our junior society we have set a specific number of scholarship honor points, which, if attained by a student, entitles him to eligibility. His election, then, depends on his meeting, in the judgment of the faculty, the other standards. We hope this plan may prove a stronger incentive to more students than the national plan. The program of service for the honor societies is to foster the high school art league and raise thereby money to be used in the purchase of paintings and statuary. Contributions to the art fund by students during the past year totalled \$618.71. The sponsor of the honor societies is the director of the art department.

8. The Pipe-Organ Fund

All four classes in the school two years ago voted unanimously through their home rooms to pool their memorial gifts at gradua-

tion time for the purpose of purchasing a pipe organ for the large auditorium. This fund now has on deposit \$2998.50.

9. Stage-Craft Club

This club is composed of fifteen boys, who, under the leadership of a trained faculty member, take complete charge of the stage properties for all assemblies and public functions. It has a student superintendent and three departments: electrical, scenery, and properties. These boys make and paint stage scenery, collect stage properties, and devise wirings for the various dramatic and musical functions of the school.

10. The T-Walkers

This club is composed of 100 selected upper-class students, half boys and half girls, who march in the form of a huge T in the various civic parades, who usher at the various school functions, and who plan and present between halves at athletic contests, parades, formations, and entertainment intended to foster a wholesome spirit of sport both in relation to their own school and the visiting school. Membership is selective on the basis of strong scholarship and a good citizenship record. Necessary drill practices are held at 8 o'clock preceding home-room periods during the athletic seasons or preceding civic functions. The girls wear for public functions crimson jackets and cream dresses; the boys, crimson shirts and cream trousers. All wear white hose and white shoes. The uniforms are supplied from the athletic association's funds and are the property of the association.

MANAGEMENT OF EXTRA-CURRICULAR ACTIVITIES

The entire extra-curricular program of the school is in charge of a faculty director of such activities. The sale of tickets and care of all moneys received and expended, both during the ticket sale and at the door or gate, is in the hands of the high-school auditor of finance and his students in banking. The net proceeds from all extra-curricular functions are deposited in the activities account. The total receipts the past year were \$56,524.46, with a balance on hand June 12 of \$5,570.01.

Extra-Curricular and Citizenship Records: Extent of participation in extra-curricular activities and the citizenship record displayed by all students each year is recorded on the back of the permanent scholarship and attendance record maintained in the central office for each student. These records are submitted to the class directors by the sponsors and teachers of every organization and class within the school. The class directors compile this information for each of their students and submit it to the office for recording, after which the information is again returned to the class director to be used in dealing with students as long as they remain in school. It is then filed permanently in the central office.

MISCELLANEOUS ACTIVITIES

1. All-School Pageant

In the fall of each year an all-school pageant, or parade, is given, in which every home room, class, and organization takes part. Ninety-six floats and decorated cars were entered in the last pageant. The prize-winning floats and cars parade with the queen's float, the band, and the T-Walkers at the homecoming football game held the next day. The theme of the pageant varies from year to year. It has included Tulsa history, Oklahoma history, national episodes, and literary themes. One year the pageant depicted the various activities of the school, including the instructional opportunities provided in the various departments.

2. All-School Carnival

This carnival is always held in February, and the net proceeds are used to subsidize the yearbook, the *Tom Tom*. The theme the past year was a trip around the world. The corridors were decorated one week before the carnival with the flags of the nations of the world, and a booth was provided for each nation with a type of entertainment characteristic of that nation. The selection and crowning of the school's "Beau Brummel" is an annual feature of the carnival.

3. The Junior-Senior Pow Wow

This is the annual outdoor picnic given in Sand Springs Amusement Park at commencement time by the juniors to the graduating

seniors and the faculty. The expenses, which usually run about \$600, are paid from the proceeds of the annual junior play, so that assessment is unnecessary. Mothers of juniors assist in the preparation and serving of 'eats.' This function displaces the expensive, formal junior-senior banquet. Over 1200 attended the last pow-wow.

4. The Senior Dinner

The senior dinner is given as a commencement week event in the high-school cafeteria. The decorations are provided by the junior homecrafts girls and the stage-craft club. The food is prepared by the regular cafeteria force and served by junior girls. Music is provided by the high-school orchestra. The cost is seventy-five cents per student.

A carefully prepared set of regulations adopted by the school senate governs participation in all social functions of the school.

CHAPTER XVII

LOCAL PRACTICES: BELLFLOWER TOWNSHIP HIGH SCHOOL, ILLINOIS

E. S. SIMMONDS

Principal, Township High School, Bellflower, Illinois

Bellflower, the small high school represented in this chapter, is located in McLean County in the fertile agricultural section of central Illinois. At the edge of the little village of scarcely five hundred inhabitants is the Township High School, whose average enrollment is ninety students. The village furnishes about twenty of this number, while the remaining seventy come from the surrounding countryside. This institution is strictly rural and serves its community, not only as a high school, but also as a recreational center, library, and museum.

Policy Toward Extra-Curricular Activities: The administration believes that a well-organized system of extra-curricular activities constitutes a vital part of the training of high-school students. Therefore, these activities are encouraged and guided toward educational objectives. The students are allowed to participate in the management of these activities to as great an extent as they show themselves capable. Good citizenship is the foundation upon which the whole scheme rests. The students have been led to consider themselves as citizens of a small community, or social group, called Bellflower Township High School. They have come to measure their attitudes and actions by the standards of good citizenship. On every question confronting them, individually or collectively, the appeal is made to the students to decide in the light of the criterion "All for the Honor of B. T. H. S."

The General Organization: Under tactful guidance and direction, the "town meeting," or general school assembly, offers the best opportunity for the discussion of the students' problems and for the development of right attitudes of good school citizenship. The entire student body of ninety members is in the study hall for a short period at the beginning of each half-day session. Frequent informal talks by the principal and faculty sponsors and general discussions by students take place at these periods. The general

topics of good citizenship, good sportsmanship, and school spirit, with their specific qualities and applications, are developed and used as a basis for deciding the various problems which confront the student body. The school motto, "All for the Honor of B. T. H. S.", the school song, the yell, and the "battle cry" were chosen in general assembly. All officers who function for the school as a whole are elected in like manner.

The Student Council: This is composed of the four class presidents, and a junior and a senior who are chosen by their classmates. This council of six members meets with the principal at his call or at the request of a member. Its function is largely advisory; the principal talks over school problems with the members, but frequently the council is delegated authority to decide questions or to work out plans. No campaigning for office takes place, and faculty approval is not required for candidacy or election to student council membership or any other office. The qualifications of good officers and the necessity of choosing good leaders have been so thoroughly discussed that the students can be relied upon to select competent officers.

Questions brought up in "town meeting" are frequently referred to the council for settlement. For example, the improvement of study-hall conditions was discussed in the school assembly. The plan of studying with no teacher in charge had been tried and later voted down by the students in "town meeting." The matter was then referred to the council. Each student submitted a list of suggestions and from these lists the council formulated a simple and very workable set of study-hall regulations.

An important task undertaken by the student council was the working out of a schedule of honor points for participation and achievement in various school activities. The number of points awarded for a given activity or accomplishment was determined by the skill, time, work, and honor involved. High scholarship received the greatest recognition. The earning of points was placed on a competitive basis by dividing the student body by lot into two rival sections.

The Extra-Curricular Activities: The activities in a small rural school differ from those of a large city school, partly because of its rural setting, but mainly on account of its small size. In this high

school the usual class organizations exist. Each has its faculty sponsor who continues with the class throughout the four years or until the teacher leaves the school. The sponsor attends all class meetings as a counselor and adviser.

The music clubs consist of an orchestra, a boys' glee club and a girls' glee club, directed by the music teacher, who is also their sponsor. A daily "extra-curricular period" (generally the last) provides for glee clubs, gym classes, and a weekly assembly. The orchestra and other organizations meet after school or during the short period preceding each half-day session.

Athletics holds its usual prominent position. The school is too small for football, but basketball, baseball, and track contests are carried on with neighboring schools in strict accordance with the rules of the State High-School Athletic Association. For those who do not 'make' the interscholastic teams, so-called "gym classes" are provided. These meet during the regular periods specified in the daily schedule. Provision is thus made for everybody to spend two periods a week playing the seasonal game with other players of about equal ability. Similar gym classes are organized for girls, although participation is not compulsory for either boys or girls. Intrascchool tournaments on a small scale are frequently planned for four teams so selected as to be fairly evenly matched. The most interesting match of last season was the basketball game between a team selected from the upper half of the boys as determined by scholarship and one selected from those whose scholarship was below the dividing line. The high scholarship team won.

The local Boy Scouts organization may be considered an extra-curricular high-school activity, as a majority of the members are high-school boys. The Smith-Hughes Agriculture teacher is the Scout Master. By reason of the facts that he is a real leader of boys and that his work keeps him in the community eleven months of the year, he is the logical man for the place.

Although membership in the "Agricultural Club" is not limited, most of its members are drawn from the Smith-Hughes Vocational Agriculture classes. The agricultural teacher is the sponsor of this club. Not only members, but also adult speakers from outside the school, appear on the program. Two or three times a year the meetings are held in the evening, so that the boys' fathers may attend the program and enjoy a social hour. Parallel to this boys'

club is the "Home Economics Club" for girls. Every two weeks a three-page mimeographed *Ag Bulletin*, containing agricultural and home economics notes, is issued by the clubs and distributed to the homes of the community.

The school is too small to support a printed annual, magazine, or paper, but a small publication of fourteen to twenty mimeographed pages, called the *Booster Magazine*, is issued five or six times a year. This is primarily a magazine for the students. School notes are furnished weekly for two local newspapers. Each of the four classes elects a reporter. Each English class in turn serves its term of one month as the editing staff. Part of one recitation period of the editing class is used each week by the teacher for class discussion and revision of the notes. The tests applied to proposed material are: (1) Is it of interest to outsiders? (2) Is it well written? (3) Is it a good advertisement for the school?

The "Program Committee," composed of an English teacher and two students elected at large, is responsible for the weekly assembly program. A student Pep Meeting Manager plans and manages the pep meetings, which are really a form of assembly held outside of school hours. In addition to the usual songs and cheers, short talks by faculty members and students dealing with good sportsmanship, fair play, and school spirit are featured.

Once a month the two local churches and the high school unite in a Sunday evening religious service planned especially for young people of high-school age. The high-school students' contribution to the services consists in special singing, talks, and readings of a religious nature.

The social activities consist largely of parties and picnics. The dates must be approved by the principal and placed on the calendar. At least one member of the faculty must be present; usually all of them attend. As there are many parents in the community who object to dancing on moral and religious grounds, other forms of entertainment are definitely planned for all high-school parties.

There are several miscellaneous activities. Much importance is attached to the annual Senior Class Play, in which nearly all seniors participate. An "Advertising Committee" of three members elected at large attends to the advertising of all school public entertainments, games, etc. A "Property Committee" of three inspects the building and reports property damage or abuse. Eight students,

one for each period of the day, act as librarians under the direction of a faculty member. At the close of the year letters are awarded to athletes, and to glee-club and orchestra members who have met certain standards. During the entire year, and especially during the week preceding the annual Patrons' Day, the students put on a drive to secure loans and donations of books and articles for the community library and museum, which are housed in the high-school building.

Financial Control: The financial organization consists of a central treasury in charge of a student "High-School Treasurer," elected at large. The treasurer keeps separate accounts for each organization and pays out money only upon the approval of the faculty sponsor of the organization in question. Each organization has its own secretary-treasurer, whose accounts must check with those of the high-school treasurer. The treasurer has two bank accounts—one with the high-school safe and one with a local bank. The principal acts as banker for the high-school safe and enters deposits and withdrawals in a regular passbook. When a reasonably large amount accumulates in the safe, most of it is withdrawn and deposited in the local bank. Small local bills are paid by cash withdrawn from the safe, other bills by check drawn on the bank. An organization may overdraw its account if there is any money in the central treasury, but it must not have a deficit at the end of the year.

Concluding Comment: The system of extra-curricular activities at Bellflower Township High School is in an early stage of development. It is not now, and never need be, a complicated or elaborate scheme. The organizations have no constitutions; rules and regulations are made only as needed; and all procedures are simplified as much as possible and adapted to local conditions. New responsibilities are extended to students slowly and not until there is a certainty of the proper background of good citizenship. The system does not work perfectly; the students are not all 100 percent citizens of the school, but they are learning to live together and to manage their activities in a way that would do credit to many an adult community.

CHAPTER XVIII

LOCAL PRACTICES: LANGLEY JUNIOR-SENIOR HIGH SCHOOL, PITTSBURGH

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AND

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The School: Langley High School, of the junior-senior type, embracing grades seven to twelve inclusive, is located in a residential section of the city of Pittsburgh, Pennsylvania. The enrollment is about 1400, nearly equally divided between the junior and senior departments. The school is operated as a single unit, a six-year high school, with one principal and a vice-principal.

The Extra-Curricular Schedule: The school day is divided into six one-hour periods, five of them recitation periods and one an activities period. The 'activities period' is divided; fifteen minutes of it comes just after the call of school at 8:45 A.M. and the other forty-five minutes in the fourth hour, just after lunch. The morning period, in the parlance of the school, is the "chapel hour," when the two departments, junior and senior, alternate, day about, in attendance upon devotional exercises in the auditorium (which is too small to accommodate the entire student body). The chapel exercises consist of the usual devotions, including general singing with orchestral accompaniment, and sometimes announcements (though these are carried in full in a mimeographed bulletin sent to all the rooms in the second hour) and references by student speakers to projects and activities in which the student body happens currently to be interested, such as games, parties, awards, drives, student government movements, etc. The chapel period is a great unifier and is indispensable. We thought to do without it once to save time, but, after having abandoned it for a short period, went back to it.

The 45-minute activities period, proper, in the fourth hour is devoted to different purposes each day, as follows: Monday, Club Day; Tuesday, Faculty Meetings (alternate weeks); Wednesday,

Home-Room Day; Thursday, Junior Assembly; Friday, Senior Assembly. These will be described in succession.

Monday, Club Day: The school clubs are: Art, Athletic, Bird and Nature Study, Business, Camera, Senior Debating, Junior Debating, Senior Dramatic (2), Embroidery, Junior Dramatic (2), Folk Dancing, French, Girls' Leaders, Senior Girl Reserves, Junior Girl Reserves, Girl Scouts, Senior History, Junior History, Knitting, Latin, Mathematics, Millinery, Music, Senior Orchestra, Junior Orchestra, Puzzle, Radio, Sketching, Spanish, Stamp, Story Telling, Travel. All but five of these clubs meet in the club period every alternate Monday. On the other Mondays the pupils are held in their home rooms for a study hour. Some clubs are of what may be styled the 'hobby' variety; some are more or less curricular in character, though intended less for curricular reinforcement than for curricular extension. Club activities are directed by the principal through faculty assistants; to him full written reports of each individual club meeting are submitted by the club reporters. Each club is sponsored by a teacher (sometimes by two teachers), is fully organized with officers, and conducts its business in parliamentary fashion. Sponsorship on the part of teachers is voluntary, and there are always plenty of volunteers. Membership on the part of pupils is voluntary and elective as to choice of club. Reorganization of the entire club field takes place at the beginning of each semester. A full list of the clubs to be offered is posted in the home rooms, and pupils who wish to join are given "Choice of Club" cards to fill out, indicating first, second, and third choices. They are then assigned to first choice if possible—if not then to second or third—with the understanding that club membership entails full and ready participation in all club activities and cheerful acceptance of all responsibilities and assignments. About 75 per cent of the student body take club membership. A particular club is usually meant either for junior or for senior¹ students, especially if it be of the curricular variety, though in many clubs the membership is from both divisions.

Tuesday, Faculty Meetings: The pupil recitation schedules are so planned for this day that the fourth, or activity, period can be

¹ Throughout this discussion it should be kept in mind that our term "junior" is applied to members of the junior department of the school, *i.e.*, grades seven, eight, and nine; the term "senior" to members of the upper department, grades ten, eleven, and twelve.

eliminated entirely with no loss of class work to any one. When a faculty meeting is to be held, the activity period is eliminated and the recitations of the last two hours are moved up one period—the fifth to the fourth and the sixth to the fifth—thus throwing the sixth hour open. The pupils are then dismissed at 2:45 and the faculty meeting is held on school time. This applies only to meetings of the entire teaching force, numbering something over fifty.

This plan for Tuesday's schedule furnishes many opportunities for the furtherance of extra-curricular activities. On the alternate weeks of faculty meetings the activity period of this day is always used for some such purpose. Extra assemblies, not originally planned and scheduled for the semester and for which there would otherwise be no place in the week's schedule, may be held. Some illustrations will be given. Mr. Lorado Taft, of Chicago, came to the city to address the students in all the high schools; as did also Dr. S. H. Clark, of the University of Chicago; Mr. Cameron Beck, of New York City; and Charles Brandon Booth, of the Volunteers of America. The adviser to girls wishes an assembly of all the girls of the school to bring before them some movement in which she is interested or to have them addressed by the adviser from one of the other high schools; the vocational counselor wishes meetings of sectional or class groups, brings in speakers from the university or from the professions or industries to give vocational talks. A dramatic club may have a good play they wish to present or one of the orchestras or the band may wish to contribute an extra concert. One of the music directors may desire an extra hour for working up better assembly singing or the athletic department may want to prepare the student body for better support of some big game, practicing yells, songs, arousing 'pep.' There are so many of these calls that frequently for the activity period on Tuesday two, or even three, meetings are held—one in the auditorium, one in the music room, one in a lunch room.

Pupils who are not specifically called out for this hour spend it in their home rooms at study.

Wednesday, Home-Room Day: The activity period on Wednesday is spent by the pupils in their home rooms (or record rooms) with their home-room teacher or adviser. The home rooms are sectioned by grades, about forty to the section, boys and girls together.

Primarily, the teacher here assumes the position of adviser, and every pupil must be in his home room during the period. To this rule there is never any exception made for any cause. This we consider essential.

Each home-room section is fully organized, with officers and committees elected and appointed by the students themselves, from 7B through 12A, and all procedure is in accordance with proper usage. A pamphlet of the commonest and most helpful rules of procedure is placed in the hands of each home-room president.

In order that there may be no time wasted, outlines covering the program or subjects for discussion for the home-room hour are placed in the hands of the home-room teacher and pupils. In selecting subjects cognizance is taken of the special days or weeks to come, *e.g.*, Fire-Prevention week, Discovery Day, Roosevelt Day, etc. Certain American ideals are selected for emphasis: sympathy and courtesy, honesty and truthfulness, reference, thrift, industry, etc. The home-room day immediately subsequent to any report-card period is set aside for conferences on grades. An abridged outline of the subject for discussion is published, a week before the date, in the *Langleyan*, the school weekly, so that every pupil in the school knows what is coming. This plan for home-room meetings has now been in operation with us for about two years, and the principal considers it one of the finest features in his school. Improvements have from time to time been made.

With the measure of success secured in the home-room idea, and with the home room as the integrating unit, the transition to a federated form of student-coöperative government was easy. Each home-room president is the home-room's representative in the Student Council. Half the home-room meetings, alternating weekly, are now given over to consideration of student-council activities.

The plan is as follows: The Student Council, comprised of all the home-room presidents, who are now acting in their other capacity of home-room representatives, meets each alternate Monday in the activity period on the Monday when the clubs do not meet. The teacher director of student government, who is also chairman of the home-room program committee, meets with the council as faculty adviser. With the council originate all the plans and projects in which the students may participate for school betterment. On Wednesday of this same week each student council representa-

tive meets with his home-room section as its president, and there details what was proposed and done in the council. This is then discussed at length, practically always endorsed, and further instructions frequently given. Here we have definitely and fully carried out the principle of representative government.

The alternate weekly home-room meetings are devoted to other subjects. During the current semester a study is being made of "Manners and Social Customs"—manners on the street, on the street cars, in the home, at parties, at school, at public places, at table, in introductions, etc. The method is by dramatization, as it is thought that this is the only one that may be successful in carrying over to life situations. At first the dramatizations for the sections of the lower school had to be written by the students of the higher English classes and demonstrated by the classes in oral expression, all of which they were delighted to do. Soon, however, the pupils in each room wanted to do it for themselves and did so acceptably. Pupils generally enter eagerly into the method of instruction through dramatization. The material for these programs on manners and social customs was furnished by two of our teachers of English, who prepared a little pamphlet of ten lessons fully outlined and detailed.

Many other things may come up for discussion in the home-room meetings in addition to these stated topics. There are reports of standing committees that require action, discussion about a class social, and in the higher grades joint home-room meetings to hold a class meeting, say, of the entire junior or senior class.

Thursday, Junior Assembly; and Friday, Senior Assembly: Both assemblies come every week without fail. When one section of the school has assembly, the other usually has classroom assignments. The assembly programs are preferably student productions, though outside speakers or performers are at times introduced. The student productions consist of dramatic performances; demonstrations by different departments, *e.g.*, household economics, commercial department, Latin, or Spanish; physical training exhibitions; chorus, orchestra, or band; programs presented by clubs; celebrations of special days or weeks, as Armistice Day, Thanksgiving Day, Valentine Day, birthdays of celebrated men, Constitution week, health week, library week, better speech week, American education week, safety week, fire prevention week, etc. Moving pictures and

stereopticon lectures are often employed. Frequently, the same program is given before both assemblies on successive days. All those who take part in student performances are given cards of invitation, printed in the school printshop, to take home to their parents urging them to attend.

The scheduling of assembly programs is a task assigned certain teachers by the principal, one for the junior and one for the senior assembly. The success of the assembly depends much upon the ability with which these individuals discharge their duties.

This activity-period program applies to the junior and senior departments alike, on the same general basis, though the grade of it varies from the lowest to the highest classes, just as the grade of classroom work varies.

The Extra-Curricular Teacher: To each high school in Pittsburgh is assigned an extra-curricular teacher. Langley High School has preferred the plan of not having one teacher for this work, but of assigning responsibilities to several teachers and lightening their teaching loads correspondingly.

One teacher is given the task of looking after the student-coöperative government. While this is a large assignment in itself, this person is also chairman of the social committee, which sanctions and looks after all the socials, parties, dances, etc., held in the school on afternoons and evenings, and is also chairman of the committee on home-room programs. She has available eight periods per week out of thirty for this work.

Another teacher takes care of the two commencements held each year, selecting speakers, training them for their performances, and looking after every detail. This teacher also handles everything pertaining to the senior class book, which comes out twice a year, and is also sponsor for the large and important Senior Girl Reserves Club. She is given nine periods per week out of thirty for this work.

A third teacher has sole charge of the school weekly, issued Mondays for fourteen consecutive issues each semester, or twenty-eight each year. She is also sponsor and coach of the debating club and of the local teams in the city interscholastic debating league, and further conducts a series of interclass debating contests during each semester. She has eight free periods for this work.

A fourth teacher coaches the senior class plays, one given each semester—an evening performance which is later repeated. She is also sponsor and coach of the upper school Dramatic Club, which gives an evening performance each semester, besides furnishing several assembly programs each year. She is allowed five periods for these responsibilities.

Affairs musical of the extra-curricular type are in the hands of two music teachers, one in the senior department and one in the junior. Each has an orchestra. These orchestras play at all chapel exercises and assemblies. The senior department gives an operetta in the fall and a concert in the spring, both evening performances. The junior department gives an evening concert. The band is directed by one of the academic teachers and plays at all football and baseball games, besides filling an occasional engagement in the outside community. It is now giving one evening concert each year.

All athletic matters are in the hands of a corps of four teachers of physical education. The school has but one gymnasium and one swimming pool. Teachers of physical education are each given eighteen teaching periods and twelve 'off' periods per week, but they remain late after school coaching or working with athletic teams.

The Athletic Council consists of the two men teachers of physical education, or coaches, the school doctor, the faculty manager, the vice-principal, and the principal. They meet every Monday morning, first period, receive the report of the treasurer of the Athletic Association, and pass upon matters of athletic policy, purchase of equipment, etc.

All the funds of the school of which it comes into possession by way of entertainments, games, sale of athletic association tickets, etc., amounting to several thousand dollars each year, are kept in the hands of the school treasurer, a member of the faculty in the business department. This official is under bond. The school treasurer has in his care and keeping the funds and moneys of all organizations, clubs, societies, and associations of the school, of all kinds whatsoever. All the treasurers, financial officers, and committees handling funds of these organizations make an accounting to him forthwith upon the receipt of funds and pay over into his hands all moneys received by them. These funds are kept in separate accounts and are not paid out by him except on order of the

faculty sponsor concerned. Receipts from evening entertainments (class plays, concerts, and similar performances) are placed to the credit of the general fund. This fund may be drawn against by the principal, upon his order, in amounts up to twenty-five dollars, but above this amount only by vote of the faculty.

Student Government at Langley is operating successfully despite its recent origin. It was considered best to try to perfect the home-room organization and then proceed to the federation of home rooms in the school-wide Coöperative League. This plan has been so successful that the Coöperative League is the most popular institution in the school; the students are proud of it, and for its success and welfare they are notably zealous. The student council (one representative of each home room) is without doubt the finest group of pupils that could possibly be selected.

Thus far the operations of the coöperative government have been confined to the following situations: regulating traffic in the corridors and on the stairways, supervision in the lunch rooms, supervision of assemblies in the auditorium, cleanliness of floors in corridors and class rooms, care and regular inspection of lockers, assistance in the library, handling of lost and found articles and books, maintenance of information desk at main entrance, receiving visitors, supplying guides. Each of these projects has resulted in an improvement in the respect concerned. The council was wise enough not to attempt to inaugurate all these reforms at once, but successively; the second, for example, was introduced only after the first had proved a success. No attempt has been made, nor will be made, to set up courts of trial for offenses against school conduct.

Social affairs, parties, etc., are under the direction of the Social Committee, particularly of the Social Chairman. The upper classes are always ready with their parties, arranged and planned upon their own initiative, needing only supervision, but in the lower grades the planning must be done by the teachers. Each class, or grade, consisting of several sections, is assigned a sponsor, whose duty it is to arrange these grade and class parties, one each semester. They usually center around some holiday or special season, as Hallowe'en, Thanksgiving, Washington's Birthday. The "Big Circus" is a party for the seventh and eighth grades in the spring semester.

The following are the rules governing social activities:

RULES FOR THE CONTROL OF SOCIAL ACTIVITIES

1. All classes or clubs desiring to hold a function in the school shall present to the chairman of the Faculty Committee on Social Activities one week before the date of the party, the time, the place, and the name of the teacher who has consented to act as chaperon.

2. At least one member of the faculty is to be chosen as chaperon of the party. This member is to be considered in the light of host or hostess of the function, and his or her wishes are to be consulted and respected. A definite invitation to be present at the social affairs of the school should be extended to all faculty members.

3. Each of the four highest classes is permitted to hold one evening social function each semester. The twelfth grade may have an additional one, such as the Junior Prom. Each class below 11B may have one afternoon party each semester.

4. Only members of the class or club itself are expected to attend its social function. However, special permission may be granted other members of the school by making application to the sponsor of the class or club, and the chairman of the social committee.

5. The amusements of the party shall be such as will include the entire group and insure the entertainment of all.

6. If the party is held in the evening, it should be arranged as nearly as possible to fall on a Friday or the evening before a holiday.

7. The closing hour of the afternoon party is five-thirty. For an evening affair, it is eleven o'clock.

The School Paper and Annual: *The Langleyan* is published weekly by the class in journalism and printed in the printshop. As already stated, fourteen consecutive issues are published each semester. The paper consists ordinarily of four pages, of two columns each, containing no advertising. It is distributed free to every pupil and teacher. The cost of paper stock is met from the general fund.

Journalism, as a subject of instruction, with a definitely planned course of study, is open to all eleventh- and twelfth-grade students. There is usually a class of about thirty pupils. This group not only edits and publishes the school weekly, but also furnishes items to two city dailies that feature school news in their Monday editions, and carries on all the publicity work of the school. There is no editorial staff, but a different member of the class is appointed each week as managing editor for the week. The class in journalism also encourages and invites contributions for the paper from members of the school at large.

The annual (really a semi-annual) is published by the senior graduating class.

Conclusion: It may be said, in conclusion, that the extra-curricular program of this junior-senior high school is essentially the same as that of the separate senior or junior high school. It is, in short, an effort at school socialization, wider in range in the six-year high school than in the three-year or four-year school, adapted in portions to the early adolescent and in others to the student of maturer years, but unifying in its tendency and seeking to develop in all the disposition to act rightly.

CHAPTER XIX

LOCAL PRACTICES: THE HIGH-SCHOOL SYSTEM OF PITTSBURGH

CHARLES R. FOSTER

First Associate Superintendent of Schools, Pittsburgh, Pennsylvania

Attitude of the City School Administration: The extra-curricular program in the development of Pittsburgh high schools has the hearty support of the superintendent of schools and the associate superintendent in charge of high schools. The superintendents' department, however, realizes that the success of the extra-curricular program depends largely upon the wisdom, foresight, sympathy, and enthusiasm of the principal and those delegated by him to carry it out.

The Extra-Curricular Teacher: We have assumed that in high schools as large as ours, with enrollments varying from one thousand to three thousand students, the principal needs at least one faculty member over and above his regular teaching corps to administer and supervise the extra-curricular work.

In accordance with this principle an extra teacher is assigned to every junior, junior-senior, and senior high school in the city of Pittsburgh, who is known as the "extra-curricular teacher." This teacher may be assigned to full-time supervision of the extra-curricular work, but in some instances the principals prefer an extra teacher, in which case the work is distributed among regular teachers, who are given free time in the daily schedule for the purpose.

Under this plan several activities, *e.g.*, club activities, school assemblies, or social programs may receive the attention of one teacher for one half of every day. Another teacher devotes half of her time to student government in all its phases. In one instance the time is divided among three faculty members.

The teacher administrators who have charge of this work are selected with great care. They need to have a clear-cut conception of the place of extra-curricular activities in a modern school program. The importance of the position of "extra-curricular teacher" is such that one to occupy it should possess tact, ability, vision, engaging personality, and enthusiasm.

Each high school has an activities committee of faculty members appointed by the principal to handle all problems connected with the activities of the school. The recommendations of this committee are subject to the principal's approval.

The Activities Period: Next to the importance of having someone directly responsible for the administration of the activities program is the necessity of having a definite time allotment in the daily schedule for such activities. Each high school in Pittsburgh sets aside daily for this work one of its regular periods, which is known as the "activities period." Such an arrangement results in a much better spirit of coöperation on the part of both pupils and teachers.

The activities period must be a real activities period, with a rich extra-curricular program; otherwise it will not function. The following program for the activities period for one week is suggestive of the type of procedure used in Pittsburgh High Schools:

Monday—Student Council, Conference, and Guidance Day

Tuesday—Home-Room Class Meetings

Wednesday—Club Meetings

Thursday—Junior Assembly and Clubs

Friday—Senior Assembly and Clubs

Such a program furnishes the opportunity for a very rich extra-curricular life.

Sponsors: The administration of extra-curricular activities in our schools involves sponsorships, especially for club activities. Our high-school principals appoint the sponsors, taking into account their special qualifications for the assignment, their interests, and willingness to serve. Forced sponsorships are not likely to be successful.

Guidance: Guidance is an important factor in a successful activities program. Students ought not to be permitted to enter upon an activity unless they display an evident enthusiasm for the activity and an interest in the organization. The educational guidance system of the Pittsburgh High Schools recognizes this principle and seeks to lead students into activities suited to their tastes, interests, and needs.

Home-Room Organization and Student Council: The administration of a large part of the extra-curricular program in the most of our high schools centers around the home-room organization and the student council. The home-room meeting, or organization, is the heart of the entire program, for it reaches all the students in the school. It is the time when every vital question dealing with the welfare of the institution is democratically discussed.

The home-room representative on the student council brings back the recommendations of that organization for discussion and rejection or adoption. It is this unit of organization through which the student council functions. The home-room organization can also initiate school policies and recommendations which may be sent through representatives to the student council for consideration by that body.

The home-room is organized with its own officers, who preside at all meetings. The teacher, although in the background, functions as the guiding spirit and inspirer of the group.

The student council is a representative organization, composed of students and two or three faculty members. It is a worth-while organization and is conducted on a basis of high standards. In its meetings, which are held during the activities period, questions of all kinds dealing with the welfare of the school are discussed and acted upon. It sets before the student body ideals of good citizenship in deeds as well as words. The officers are leaders in fact, as well as in name, and are given prominent recognition on many occasions. Space will not permit a detailed account of either the home-room organization or the student council.

The Pittsburgh plan of administration of extra-curricular activities includes student participation in high-school control. We believe that our high-school youth should be given a chance to practice junior citizenship in the democracy of the school.

Assembly: We also recognize the school assembly as a great opportunity to unify the school, to create school spirit, to stimulate interest in curricular and extra-curricular activities, to overcome self-consciousness, to build up proper habits and attitudes in audiences, and to create public opinion.

The school assembly in Pittsburgh is under the supervision of the extra-curricular teacher or some individual delegated by the

principal to have charge of it. The director of the assembly programs should have the support of a faculty committee or a joint student-faculty committee which shall consider policies and approve programs.

The assembly convenes at least once each week throughout the school year.

Social Functions: Our program in Pittsburgh also recognizes the importance of the social functions of the school. We believe that high-school students need social training, that they ought to know about conventional social customs, and that they ought to learn to make worth-while use of leisure time. This part of the school's program of activities needs close and constant supervision, a responsibility which is delegated to a faculty member who has free time for the supervision of this work. This director of the social affairs of the school also has the support of a social committee of faculty members or a joint committee of students and faculty members who consider general policies, rules, and regulations and otherwise control, through the director of the social functions, the social affairs of the school.

Space will not permit here a presentation of other features of the administration of extra-curricular activities in the Pittsburgh Schools; certain aspects have been described, however, in the preceding chapter, which will supplement this brief account.

CHAPTER XX

EVALUATING EXTRA-CURRICULAR ACTIVITIES

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Evaluation is Imperative: It was stated in the opening chapter, in which the scope and organization of this Yearbook are outlined, that the committee in charge had set *description* as the limit of its present purpose—description of current practice and opinion in the field of extra-curricular activities. A chief deterrent to having the present volume comprehend both *description and evaluation* was, of course, the short period of time covered by the work of preparing the materials included. In an important sense, this is at the same time an admission that the instruments and procedures for adequate evaluation are not yet available and would need development before evaluation could go forward successfully. It was, moreover, as was stated in Chapter I, the opinion of most of the committee that a yearbook almost strictly descriptive of practice and opinion would be helpful at the present stage of development in this field, even if results of a program of inquiry more directly evaluative could not be reported.

This decision of the committee to restrict the volume to description should not be taken to signify that its members do not regard evaluation as essential. It is obvious in the foregoing chapters that the development of these activities has long since reached the point where careful appraisal by application of scientific procedures is called for. This necessity is driven in upon us, if for no other reason, by the actual financial outlay for extra-curricular activities. This outlay is made in two ways: first, by the students themselves or the homes from which they come; and second, in time and energy of teachers and others who direct and supervise the activities—this latter in the nature of a public expenditure. Cost of the first sort has been illustrated in the chapter on financial administration (Chapter X), where it is reported that the median cost per pupil is “somewhere between six and seven dollars.” At this rate the total costs of this sort for the more than two million students in the high schools of the country run far into the mil-

lions of dollars. The time and energy of teachers must likewise be charged against these activities, even where, as is still typical, no such special allotment of teaching time is made for the work as has been reported in Chapters XVIII and XIX to be the practice in the Pittsburgh system. From studies of actual expenditures of time along these lines by high-school teachers, one may estimate that this portion of the cost of extra-curricular activities is certainly no less than that borne directly by students and their homes. This also, then, runs into millions. Costs in elementary schools and higher institutions are likewise large. The total financial burden is surely heavy enough to represent a need for careful inquiry into what benefits are derived from the outlay, as well as into the best means of deriving them.

Values Now Assumed, Rather than Proved: In his perusal of the foregoing chapters the reader can hardly have failed to note the wide range of values claimed for, or assumed to accrue to, the participant in extra-curricular activities. At a few points in the Yearbook, for example in Chapters II and XI, there has been an attempt to put these assumptions into somewhat organized form; at other points they are simply stated somewhat after the manner in common practice in individual discussions of extra-curricular activities; at still others again, the values are implicit rather than definitely expressed. The assumption of values may be said to pervade this Yearbook, as well as most other published treatments of extra-curricular activities. It has not been in line with the descriptive function of this Yearbook to make any systematic attempt to test the validity of the assumptions. As pointed out by the author of Chapter XI in speaking of claims made for student participation in school control, "these assertions are not proved by quantitative evidence."

This resort to unproved assumptions by advocates of expansion along extra-curricular lines is not new. It is in no wise different from, and no whit more reprehensible than, the practice of the army of teachers and other educators who have for generations been making claims concerning the values of particular subjects or special kinds of content in the curriculum, or of particular methods of teaching. Until very recently, the whole body of the curriculum in our schools was introduced and continued on unproved or in-

differently proved assumptions; even now, although promising beginnings toward new methods of determining content have been made in a few centers, that is the procedure in all but a relatively small proportion of the total number of schools of every grade. The worst that may be said in derogation of the procedure of those who work on the assumptions referred to is that they are lagging behind the most progressive of those having to do with curriculum reform. However, such extenuation of a want of evaluation in the past will not suffice for the future, and those interested should set about without delay to devise and put in operation the instruments and technique of more nearly unequivocal appraisal of the activities represented.

Steps Already Taken toward Evaluation: It is going too far either by direct statement or by implication to plead that nothing has anywhere been done toward evaluating extra-curricular activities. Besides what is stated in the concluding paragraph of this chapter, it may be indicated that steps of several sorts have been taken in this direction, and it seems advisable to accord them a brief review.

(1) In the first place, it should be worth something, as is admitted with respect to the regular curriculum, that discriminating educational workers believe they see values being achieved in current practice. This confidence is surely not entirely misplaced. The fact that these values recur in each new treatment of the field, as is shown in attempts like those in Chapters II, IX, and XI to secure a composite of attitudes toward these activities, is at least experiential evaluation of them. Among the best studies of the type here referred to are two, one by Fretwell,¹ and the other by Rohrbach.² The first of these is a rather well-known study. It is experiential and observational rather than experimental, although the last term may be applied if one does not restrict its use to controlled laboratory procedures. It reports upon a carefully conducted and observed effort to afford training for citizenship and leadership for boys through the avenue of physical recreation in the Speyer Junior High School of Teachers College. The second

¹ Fretwell, Elbert K. "Education for leadership: training citizens through recreation." *Teachers College Record*, 20: September, 1919, 324-352.

² Rohrbach, Quincy A. W. *Non-Athletic Student Activities in the Secondary School: A Study of Aims and Outcomes*. Philadelphia: Western Publishing Company. 1925.

study reports a discriminating inquiry into the "aims and outcomes" of the non-athletic student activities in a large number of secondary schools. The aims and outcomes presented are for the most part critically derived composites of opinion and practice. It may also be granted that careful descriptions of practices, either in particular localities or statistically for large numbers of schools, may be at least first steps toward complete appraisal.

(2) In the second place, not unrelated to analyses of claims made for these activities by administrators and others, as already referred to, are the studies of the attitudes of the participants themselves. The sole approach to this procedure in evaluation to be found in this Yearbook is in Chapter XI, whose author reports the opinions of two hundred high-school pupils toward participation in school government. The findings of endeavors to secure opinions of participants in extra-curricular activities as these are carried forward in higher institutions have been reported by Kelly.³ It may be said in passing that the testimony of alumni was overwhelmingly in favor of these activities. The defect of this method of appraisal is that it is nothing more than opinion, even when composite.

(3) Another type of inquiry which is to be regarded as progress toward evaluation is to be found in efforts to ascertain the extent and nature of pupil-participation in these activities. Chapters VI, VII, and VIII contain data illustrative of the proportions of pupils who engage in the activities generally, even though they do not report the actual extent (in terms of amounts of time) of participation by individual pupils in particular activities. Obviously, values cannot accrue without participation, and the reported data on proportions engaged throw this much light on whether or not the values claimed to be inherent may or may not be achieved. To illustrate what this procedure affords in the way of assistance to evaluation, one may cite the data in Chapter VII pertaining to the proportion of pupils in the small high schools of Michigan participating in intramural sports. Our theory has it that we should have well-nigh universal participation in these activities. Since these high schools do not secure this general participation, we may be sure that the values ascribed to the activities

³Kelly, Frederick J. *The American Arts College*. New York: Macmillan Company, 1925. Chapter VII and Appendix B.

in question are not being achieved for those not participating. These proportionate frequencies are also indicative of interest, since the activity in which a pupil engages is almost always, if not always, a matter of his own choice. Interest and value are, of course, far from identical, but modern theory of methods in teaching sees an important dependence of the latter on the former.

(4) We turn next to the type of study which inquires into the relationships between membership or participation in extra-curricular activities and scholarship, to note any influence of one on the other. One of the best of the investigations of this type which has come to the writer's attention is that by Swanson.⁴ In defining his problem, the investigator stated that it "may be solved for the general effect of participation on scholarship, taking all extra-curricular activities together, or it may be solved for each activity or type of activity separately. We have chosen the former method." Athletics, however, was given some separate consideration. It was also possible to make special inquiry into the scholastic achievements of a group of pupils designated as "leaders," who, for the purposes of the study, were those participating in at least four extra-curricular activities in a single year and who in addition thereto were at some time elected to an important office, "such as president or secretary of an organization or membership in the Student Council," or had "represented the school in some form of interschool competition." The value of the study was much increased by comparisons of the 243 participants with 155 non-participating pupils. Also, besides presenting data for both sexes together, boys and girls were studied separately in all groupings. Thus, the measures taken were for boys, girls, and both sexes for (1) non-participants, (2) participants, (3) leaders, and (4) athletes. For all participating groups, measures of scholarship were obtained for "before participation" and "during participation," while for non-participating pupils the two measures were for the first year and for the last three years. The measures of scholarship used were the marks secured by the pupils during these periods. Army Alpha test scores for all pupils made it possible to give some consideration to intelligence as a factor.

⁴Swanson, A. M. "The effect on high-school scholarship of pupil participation in extra-curricular activities." *School Review*, 32: Oct., 1924, 613-626.

The measures of relationship between participation and scholarship from which the conclusions of the study were drawn are (1) coefficients of correlation, and (2) percentage distributions of marks which make possible a comparison of proportions of high and low marks, and of median marks for the groups represented. Illustrating the former, it may be reported that the coefficients of correlation between mean marks before participation and mean marks during participation were $.71 \pm .036$ for boys, $.71 \pm .027$ for girls, and $.73 \pm .019$ for both boys and girls, while for the mean marks of the first year and the mean marks of the last three years for the non-participants, they were, respectively, $.65 \pm .065$, $.71 \pm .037$, and $.70 \pm .028$. Illustrating the latter measure, it may be reported that 58.4 percent of the marks secured before participation by all participating pupils were of the two highest marks (E and G) in the five-point marking system in use, while the percentage during participation was 60.1, only slightly higher. The corresponding percentages for non-participants for the first year and last three years of high-school work were, respectively 49.1 and 48.8. There is, thus, practically no shift in these percentages for the two periods represented. There is, however, a difference between the two groups, which may in a large part be understood from the median scores on the Army Alpha test, which were respectively, 140.0 and 136.8. It may be that the difference between the two groups is also partially brought about by a general regulation in the high schools represented (those of Kansas City, Missouri) barring participation when a pupil receives two P's or one F in any semester "until a semester's work has been completed which meets the requirements." Measured in the same way, that is, by the percentages of marks which are either E or G, (1) the group of leaders shows a small decrease in scholarship from the period previous to participation to the period of participation, which, as between the sexes, is attributable to the girls, while (2) the group of athletes shows a small amount of improvement, which is attributable to the boys. The investigator's conclusion from the whole study is that *participation does not significantly affect scholastic standing.*

This is a conclusion of considerable moment. It is such as to afford some comfort to the advocate of extra-curricular activities, especially if it may be regarded as applicable to the high-school

situation generally. On the other hand, in view of all the positive values we have seen in earlier chapters to be claimed for these activities, *this type of attack on the problem does not rise to the needs of the situation. It tells us only that participation has little or no influence on scholarship, when the question we want answered is: To what extent are the positive values claimed directly achieved for the participant?*

Another investigation along somewhat similar lines may be referred to, one pertaining to the influence on scholarship of membership in high-school fraternities and in literary and debating clubs.⁵ In this investigation, among other things, the averages of marks were computed for four groups of pupils: (1) fraternity members, (2) sophomores, (3) juniors and seniors, and (4) members of literary and debating societies. The marking system in use included four marks, 1, 2, 3, and 4, "the first being the highest and the last representing a failure." The averages of marks for the four groups of pupils named were, respectively, 2.45, 2.21, 1.86, and 1.66. From these and similar data, the author concludes in part as follows: "1. That fraternities discourage scholarship and retard their members in their progress through ————high school.... 3. Literary and debating clubs encourage scholarship. They should be fostered and multiplied...."⁶ There are data and conclusions on the incidence of disciplinary cases among fraternity and non-fraternity boys, showing that this incidence is greater among the former. From numerical data of the sort illustrated one may be ready to acquiesce in the first conclusion quoted. Perhaps, also, one may agree in part with that portion of the third conclusion which has been quoted, although, in the absence of data pertaining to the mentality of the groups represented, one may suspect that the difference in favor of the literary society and debating club group may be largely accounted for by intellectual selection represented in its membership. Such a study at least supplies some data on the constructive or destructive influence of high-school fraternities on scholarship, which must always be regarded as an important immediate goal of our secondary schools. Beyond this, it throws some light on the type of social influence—negative and destructive

⁵ Masters, Joseph G. "High-school fraternities." *School Review*, 25: June, 1917, 422-432.

⁶ *Loc. cit.*, pp. 431-432.

Appropriateness of All the Types of Evaluation: In calling attention to the need for the last type of evaluative procedure, there is no intent to recommend that the other types should be abandoned. Notwithstanding the desirability of a technique of appraisal that will afford more nearly unequivocal answers to the questions as to whether or not, or how much, positive contribution is being made by each kind of activity, or what practices most facilitate such contribution, we shall find it profitable to use all those described; that is, (1) opinions, either individual or composite, based on experience in observing, administering, and supervising the activities; (2) opinions of participants; (3) investigation of the extent and nature of participation; (4) investigation of the effect of participation on scholarship in general; and (5) the type last referred to, as well as others which may not have been included with these. In fact, more than a single type may well be used at the same time in a single study. If methods other than the last will do nothing else, they will assist in clarifying the issues to be investigated by that method. It is obvious that they can contribute more than this.

Extra-Curricular Activities in Some Respects Self-Evaluative: Pending appraisal of the activities and the procedures in administering, supervising, and conducting them, they will continue to be carried on in the schools. It is generally known that they have been in rapid expansion during recent years, and it is unlikely that there will be a sudden check on their continued development. It has already been stated that such a continuance of unproved or indifferently proved assumptions has long been characteristic of curriculum-making and of methods of teaching. In some respects these extra-curricular activities have an advantage over the usual curriculum content in that they are partially self-evaluative. At least two relationships come to mind in support of this assertion. These are the spontaneous interests in which the activities take rise and the faithful reproduction contained in them of life outside of school. Even if one does not accept the philosophy of curriculum-making which in its extreme form would require that *all* content should arise out of the spontaneous interests of the pupils, one must admit that it is one vital and important criterion of what should find place in the schools. Most extra-curricular activities qualify on this criterion. Again, although not always completely repre-

sentative of extra-school social life, there is enough of identity to afford much more justification for maintaining the activities than can be mustered for a good deal of what is contained in many school subjects. These factors, if no others, with the coöperation of a school control which is increasingly discriminating, go far to warrant their continuance during the period of more nearly scientific appraisal.

CONSTITUTION OF THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION

(As Revised at the 1924 Meeting of the Society)

Article I

Name.—The name of this Society shall be “The National Society for the Study of Education.”

Article II

Object.—Its purposes are to carry on the investigation of educational problems, to publish the results, and to promote their discussion.

Article III

Membership.—Section 1. There shall be three classes of members—active, associate, and honorary.

Section 2. Any person who is desirous of promoting the purposes of this Society is eligible to membership and shall become such on payment of dues as prescribed.

Section 3. Active members shall be entitled to vote, to participate in discussion, and under certain conditions, to hold office.

Section 4. Associate members shall receive the publications of the Society, and may attend its meetings, but shall not be entitled to hold office, or to vote, or to take part in the discussion.

Section 5. Honorary members shall be entitled to all the privileges of active members, with the exception of voting and holding office, and shall be exempt from the payment of dues.

A person may be elected to honorary membership by vote of the Society on nomination by the Board of Directors.

Section 6. The names of the active and honorary members shall be printed in the *Yearbook*.

Section 7. The annual dues for active members shall be \$2.00 and for associate members \$1.00. The election fee for active and for associate members shall be \$1.00.

Article IV

Officers.—Section 1. The officers of the Society shall be a Board of Directors, a Council, and a Secretary-Treasurer.

Section 2. The Board of Directors shall consist of six members of the Society and the Secretary-Treasurer. Only active members who have contributed to the *Yearbooks* shall be eligible to serve as directors.

Section 3. The Board of Directors shall be elected by the Society to serve for three years, beginning on January first after their election. Two members of the Board shall be elected annually (and such additional members as may be necessary to fill vacancies that may have arisen).

This election shall be conducted by an annual mail ballot of all active members of the Society. A primary ballot shall be secured in October, in which the active members shall nominate from a list of members eligible to said Board. The names of the six persons receiving the highest number of votes on this primary ballot shall be submitted in November for a second ballot for the election of the two members of the Board. The two persons (or more in the case of special vacancies) then receiving the highest number of votes shall be declared elected.

Section 4. The Board of Directors shall have general charge of the work of the Society, shall appoint its own Chairman, shall appoint the Secretary-Treasurer, and the members of the Council. It shall have power to fill vacancies within its membership, until a successor shall be elected as prescribed in Section 3.

Section 5. The Council shall consist of the Board of Directors, the chairmen of the Society's Yearbook and Research Committees, and such other active members of the Society as the Board of Directors may appoint from time to time.

Section 6. The function of the Council shall be to further the objects of the Society by assisting the Board of Directors in planning and carrying forward the educational undertakings of the Society.

Article V

Publications.—The Society shall publish *The Yearbook of the National Society for the Study of Education* and such supplements as the Board of Directors may provide for.

Article VI

Meetings.—The Society shall hold its annual meetings at the time and place of the Department of Superintendence of the National Education Association. Other meetings may be held when authorized by the Society or by the Board of Directors.

Article VII

Amendments.—This constitution may be amended at any annual meeting by a vote of two-thirds of voting members present.

MINUTES OF THE CINCINNATI MEETING OF THE
NATIONAL SOCIETY FOR THE STUDY OF
EDUCATION, FEBRUARY 21 AND 24, 1925

The first meeting of the Society was held Saturday evening, February 21st, 8 P.M., in Music Hall, and was devoted to a discussion of Part I of the Twenty-Fourth Yearbook of the Society, entitled *Report of the National Committee on Reading*.

Some 800 persons were assembled in this large auditorium. The amplifier installed on the platform made it possible for everyone to hear all the speakers without difficulty.

Dr. C. H. Judd, Chairman of the Board of Directors, called the meeting to order and introduced as presiding officer, Thomas J. Kirby, Professor of Education, State University of Iowa.

The following program was then presented, save that the general discussion which had been scheduled was eliminated, owing to the lateness of the hour.

- I. "Introducing the Yearbook on Reading."
William S. Gray, Dean of the College of Education, the University of Chicago, and Chairman of the National Committee on Reading.
(20 Minutes)
- II. "Vitalizing the Teaching of Reading."
Laura Zirbes, Investigator in Reading, Lecturer in English, The Lincoln School of Teachers College, New York City, New York.
(20 Minutes)
- III. "Current Reading Issues and Needed Investigations."
Arthur I. Gates, Professor of Education, Teachers College, Columbia University, New York City, New York.
(20 Minutes)
- IV. General discussion open to all active members of the Society.
(20 Minutes)
- V. "Summary of Discussion."
Ernest Horn, Professor of Education, State University of Iowa, Iowa City, Iowa.
(10 Minutes)

that there has been no decision of major importance concerning the policy or activities of the Society that has not been the outcome of the unanimous vote of the Board.

3.

There has been printed in each part of the Yearbook a synopsis of the prospective Yearbook program (see, for example, pages 329-336 in Part I of the 1925 Yearbook.) The Board of Directors urges all members of the Society to read these "Reports of Yearbooks in Preparation," and to note the request for coöperation made by the chairmen of the four committees represented.

IV.

Proposed Yearbooks

1.

Attention was called to proposals published in the proceedings of the Board of Directors for Yearbooks on (a) Special Abilities and Disabilities, (b) Colleges of Liberal Arts, (c) Musical Appreciation, (d) Rural Education, (e) Speech Defects, (f) Gifted Children, (g) Health Education, and (h) The Prevention of Errors.

2.

A more detailed statement was then made concerning three other proposals for Yearbooks not cited or not fully described in the 1925 Yearbooks.

(a) Miss Flora Nettleman, of Toledo, suggested that the Society appoint a committee to prepare a Yearbook on Geography similar to the one just issued on Reading. This proposal was reported by the Board of Directors with the request that any members interested communicate with the Secretary at an early date. The Board reported that it was not prepared at this moment to make any further recommendation concerning this suggestion.

(b) Professor J. H. Stoutemyer, of the Nebraska State Normal and Teachers College, Kearney, Nebraska, also suggested that the Society issue a yearbook dealing with the making of school textbooks. In considering this proposal at its recent meeting, the Board of Directors felt that the topic might profitably be enlarged

to include a discussion of methods of selecting textbooks for use in public school systems. It would welcome suggestions concerning the need of such a yearbook, its contents, and the names of possible contributors. Professor J. B. Edmonson of the University of Michigan has been asked to consider the chairmanship of a committee to produce such a yearbook.

(c) As indicated in the Yearbook, the Secretary, at the request of the Board of Directors, has been in communication with various persons concerning the desirability of a Yearbook on "Mental Hygiene and the Public Schools."

At present the Board of Directors is in a receptive attitude toward this proposed yearbook, but is inclined to withhold its decision until it is certain that a satisfactory committee can be secured and that the time is ripe for a presentation that will be not only authoritative, but also sufficiently concrete and practical to meet the needs of the rank and file of teachers and school administrators.

V.

Statement and Resolutions Concerning the Death of Samuel Chester Parker

The following memorial statement was presented to the Society by Dr. C. H. Judd:

"The death of Samuel Chester Parker on July twenty-first, 1924, took from the National Society for the Study of Education a member who had rendered signal service to the Society and to the cause for the promotion of which the Society is organized. Professor Parker served as Secretary of this Society from 1911 to 1915. He saw the possibility of making it an organization of great influence through the publication and distribution of scientific studies and he gave a great deal of time and energy to the preparation of yearbooks and to the arrangement of public meetings at which the yearbooks were discussed. The success of the present plan of procedure which is characteristic of this Society is in no small measure the result of his insight and efforts.

"Professor Parker also contributed to the science of education by preparing useful summaries of the investigations made in this field and by training through his teaching a large number of stu-

dents of education. By his death the teaching profession loses one of its conspicuous leaders.

"Be it resolved: that the National Society for the Study of Education directs its Secretary to transmit to Professor Parker's family as a token of appreciation of his services to education and of the personal esteem in which he was held by his fellow-members in this organization this memorial statement; and be it further resolved: that a copy of the statement and resolutions be published as a part of the minutes of the annual meeting of this Society and in the columns of *School and Society*."

The members of the Society then signified their unanimous approval of this statement and these resolutions by a rising vote.

VI.

Protests Against the Method of Electing the Board of Directors

At the request of the Board of Directors, the Secretary called the attention of the Society to the following situation:

Last year, at the annual business meeting of this Society, important changes were unanimously voted in the Constitution of the Society. These changes are printed in detail in the 1925 Yearbooks.

The essential feature of those changes was the elimination of the office of President and Vice-President, and of the Executive Committee and Board of Trustees, and the substitution therefor of a single Board of Directors with a presiding Chairman. The object of the changes was to secure a more consistent supervision of the professional activities of the Society, and to insure continuity of aims and policies and wise provision for meeting our problems of publication for several years in advance.

Those who advocated the changes were anxious to conserve every element of democratic control that could wisely be conserved. To that end, the proposed changes were printed and mailed to every active member of the Society with a request for criticisms and the changes were also put forward for debate from the floor at the Chicago meeting. The result was that the changes were adopted without a single dissenting vote, and the Board of Directors has been in operation since February, 1924.

The two members to be chosen for 1925 were elected according to the express provisions of the new Constitution by a double ballot

which gave opportunity for every active member of the society to express his preference.

During that election three persons criticised the whole plan of election, contending that it was undemocratic, urging in particular that every active member should be eligible to election on the Board of Directors.

These criticisms were answered by the Secretary and the whole correspondence was subsequently reported to the Board of Directors. As will be found in the published Synopsis of the Proceedings of the Board of Directors (see page 326 of Part I of the 1925 Yearbook, Item 10), "The Board voted unanimously that no further action need be taken concerning the matter raised in this correspondence."

At a meeting of the Board held at Cincinnati, February 21, 1925, however, it was agreed that, if even only three of our 700 or more active members wished to re-open this matter and discuss the policy which was unanimously adopted at the last annual meeting of the Society, an opportunity should be offered at this time.

Following the presentation of this situation, remarks were made or questions asked by Mr. Fairchild, Mr. Deahl, and Mr. Washburne, but as no desire was expressed to re-open the matter formally, no motion was made and consequently the method of electing the Board of Directors remains *in statu quo*.

On motion, the Society then adjourned.

GUY M. WHIPPLE, *Secretary-Treasurer*.

SYNOPSIS OF THE PROCEEDINGS OF THE BOARD OF DIRECTORS DURING 1925

At the behest of the Board of Directors, the Secretary has prepared the following synopsis, in order that the members of the Society may be informed concerning the acts and policies of those who are directing the Society. The synopsis does not comprise all the business transacted by the Board; matters of minor importance have been omitted.

FIRST 1925 MEETING OF THE BOARD

(Cincinnati, Ohio, February 21, 1925.)

Present: Messrs. Courtis, Judd, Koos, Lord, Whipple.

Absent: Messrs. Charters, Rugg.

(1) The accounts of the Treasurer for 1924 were audited by Messrs. Lord and Koos.

(2) A memorial statement and resolutions concerning the late Samuel Chester Parker were presented and it was directed that they be put before the Society at its annual business meeting.

(3) A drawing by lot determined the dates of retirement from the Board of Messrs. Lord and Rugg to be December 31, 1925, and those of Messrs. Courtis and Koos to be December 31, 1926.

(4) It was voted that Messrs. Courtis and Whipple should represent the Society on the Council of the A. A. A. S.

(5) The Board authorized a committee of nine, under the chairmanship of Professor Koos, to serve as the Society's committee on Extra-Class Activities. The expenses of the committee were limited to \$800.00.

(6) The Board considered favorably a suggestion made by Professor J. H. Stoutemyer, of Kearney, Nebraska, that a Yearbook should be prepared on "The Making of Textbooks." It was decided to enlarge the scope of this topic to include methods of selecting textbooks for use in public school systems. The secretary was requested to interview Professor J. B. Edmonson, of the University of Michigan, concerning his willingness to serve as chairman of such a committee.

(7) After hearing a communication from Miss Flora Nettelman, of Toledo, suggesting the preparation of a yearbook on "Geog-

raphy," it was voted that the suggestion be presented at the business meeting of the Society without further recommendation at this time from the Board of Directors.

(8) A similar disposition was made of the proposed yearbook on "Mental Hygiene," concerning which the Secretary had carried on considerable correspondence with various persons.

(9) The Secretary reported objections made by two or three active members with respect to the methods of electing members of the Board of Directors. In order to encourage free discussion of this matter the Board unanimously voted to instruct the Secretary to present at the business meeting a statement of the objections that had been raised, with a request for a thorough discussion, if so desired, of the policy now in force.

SECOND 1925 MEETING OF THE BOARD

(Chicago, Illinois, October 10, 1925.)

Present: Messrs. Charters, Courtis, Judd, Koos, Lord, Rugg, Whipple.

(1) It was voted that the functions and purposes of the National Society for the Study of Education are not sufficiently akin to those of the Arbitration Foundation, Inc., to justify the Society in accepting an invitation of this Foundation to become an associate member of its organization.

(2) On June 23, 1925, Chairman Judd had appointed Professor L. V. Koos as a representative of this Society on the National Committee on Research in Secondary Education. Professor Koos reported informally what had been done by this committee and filed with the Secretary memoranda pertaining to it.

(3) The Board voted, without discussion, to make the term of the Secretary-Treasurer three years, as had obtained prior to the creation of the Board of Directors. On motion G. M. Whipple was continued as Secretary-Treasurer for the three years beginning at the February 1926 meeting.

(4) It was unanimously voted to tender the printing of the 1926 Yearbooks to the Public School Publishing Company on a cost basis in accordance with estimates furnished by that company.

(5) It was unanimously voted to authorize the Secretary to sign a contract with the Public School Publishing Company whereby

the gross returns from the commercial sales of the yearbooks should be distributed 35% to the Public School Publishing Company and 65% to the National Society for the Study of Education.

(6) Tentative programs for two meetings at Washington were proposed and endorsed.

(7) Reports were received from the chairmen of the Society's Yearbook Committees on (a) "Curriculum-Making," (b) "Extra-Curricular Activities," (c) "Measuring Teaching," (d) "Possibilities and Limitations of Training," (3) "Selection of Textbooks" and (f) "Safety Education."

The reports of the Committees on "Extra-Curricular Activities" and "Safety Education" were accepted and these were ordered printed for the February 1926 meeting. The substance of the reports upon the other Yearbooks is presented elsewhere. (It may be explained that the idea of the yearbook on "Safety Education" was presented originally from without the society, subsequent to the February 1925 meeting of the Board, and that the arrangements for the production of this yearbook were carried on by the Board of Directors through correspondence.)

(8) Comparatively little active interest had been manifested in the suggestion that a yearbook might be prepared on "Geography." After some five minutes' discussion the Board agreed that it would be doubtful if it would be contributing helpfully to progress in education if it should now attempt the yearbook on "Geography." It was voted that the matter be laid upon the table.

(9) The Secretary read still further correspondence pertaining to the yearbook on "Mental Hygiene." The Board felt that a yearbook on this topic, rightfully conceived and well done, would be a timely and valuable contribution, but its success would hinge largely on securing a satisfactory committee. It was voted that not to exceed \$100.00 should be appropriated to defray the expenses of a conference between the Secretary and Dr. Blatz, of Toronto, who would then submit a written report, prior to the February meeting of the Board, concerning the feasibility, proper scope, and committee personnel of such a yearbook.

(10) Correspondence was read between the Secretary and Professor Ernest Burnham, of Kalamazoo, concerning the desirability of a yearbook on "Rural Education." It was voted to request Professor Burnham to confer with various persons prominent in

rural education and to submit to the Board, prior to its February meeting, a formulation of possible topics, committee personnel, and other features of such a yearbook, with the understanding that the Board would not at present commit itself for or against the undertaking.

(11) A letter from Supt. W. J. Cooper, of Fresno, California, was read, suggesting that the Society prepare a yearbook on "Supervision." Discussion indicated that this topic might well receive favorable consideration, but no definite action was taken.

(12) A contributor to the yearbooks had raised with the Secretary the question of using some of the Society's funds in paying yearbook contributors; it was voted unanimously that such action was contrary to the spirit of the Society and of its aims and activities.

(13) Mr. Alfred Brown, of the Public School Publishing Company, called the attention of the Board to the approaching twenty-fifth anniversary of the Society, and suggested the preparation of a small brochure commemorative of this event. This suggestion was welcomed by the Board, and the Secretary and publishers were instructed to prepare such a brochure.

(14) No specific sums were allocated for the 1926 budget to cover the cost of manufacturing yearbooks or the cost of Directors' meetings, but the following specific appropriations were made:

(a) Salary of Secretary.....	\$1,500.00
(b) Purchase of Typewriter and Visible Index Files	500.00
(c) For Operation of Secretary's Office...	1,250.00
(d) For Additional Expenses of Committee on Curriculum Making.....	1,400.00
(e) For Additional Expenses of Committee on Training	600.00
(f) For Conference on Mental Hygiene Yearbook	100.00

(15) By arrangements perfected informally on the day following this fall meeting of the Board, it was agreed that the twenty-fifth anniversary of the Society should be celebrated in part by inviting the four honorary members of the Society to be present at the Washington meeting as guests of the Society.

REPORT ON YEARBOOKS IN PREPARATION

The following reports on yearbooks in preparation have been assembled by the Secretary in order to show the status of the work of the Society's various committees undertaking the production of future yearbooks.

I. YEARBOOK ON THE SELECTION OF TEXTBOOKS

Dr. J. B. Edmonson, University of Michigan, Ann Arbor,
Michigan, Chairman.

The membership of this committee is: Dean C. R. Maxwell, University of Wyoming; Professor B. R. Buckingham, Ohio State University; Professor G. T. Buswell, University of Chicago; and Professor J. B. Edmonson, University of Michigan.

This committee has undertaken the consideration of the following topics and problems:

1. What are the present laws governing the selection of textbooks? What has been the trend of such legislation? What has been the trend of judicial opinion?

2. How are textbooks adopted in states having uniform textbook laws? What do experts consider the best plan?

3. What is the educational background of the men writing the textbooks in the elementary-school fields? In the senior-high-school fields?

4. How are textbooks selected in typical cities? What do experts consider the best plan?

5. An evaluation of score cards for measuring textbooks.

6. What is the effect on reading of different sizes of type, varying length of line, and other mechanical features?

II. YEARBOOK ON MEASURING TEACHING

Dr. S. A. Courtis, University of Michigan, Ann Arbor,
Michigan, Chairman

Preliminary consideration of this topic has revealed difficulties, and the magnitude of the undertaking has increased. For these and other reasons, it seems desirable that the publication of this yearbook shall follow, and shall be guided in part by the Yearbook on Curriculum-Making. It is proposed eventually to publish the material in two parts. The personnel of the committee has not been finally determined.

III. YEARBOOK ON THE POSSIBILITIES AND LIMITATIONS OF TRAINING

Dr. Lewis M. Terman, Stanford University, Palo Alto,
California, Chairman

The membership of this committee is: Professors W. C. Bagley, Bird T. Baldwin, Carl C. Brigham, F. N. Freeman, Rudolph Pintner, G. M. Whipple, and L. M. Terman.

Plans for this yearbook were outlined in some detail in the 1925 Yearbook. The general nature of the proposed contents is indicated by the contributions listed herewith, which have been tentatively arranged for:

A brief summary of the literature on the continuity of culture, by W. C. Bagley.

The influence of improved physical conditions on intelligence and school achievement, by Bird T. Baldwin.

A study of orphanage cases by the use of the new International Intelligence Test, by C. C. Brigham.

Analysis of intelligence and achievement test scores of orphanage children, by W. A. McCall.

Teaching right and left directions to children of mental ages four and five, and other orientational problems, by June Downey.

The possibilities and limitations of training with respect to 'handedness,' by June Downey.

The effects of training on special disabilities in reading, spelling, and arithmetic, by Grace Fernald.

The effects of improved physical conditions on intelligence test scores, by Mabel Fernald.

Comparison of resemblance found between true sibs with that found between foster children and their foster sibs, by F. N. Freeman.

The effects of training in tapping and in memory for digits, and transfer of effects in the case of both of these functions, by Arthur I. Gates.

The effects of systematic training on musical sensitivity, by L. S. Hollingworth.

The relative achievement at 140 I.Q. and 160 I.Q., by L. S. Hollingworth.

Re-tests of 1000 children at half-yearly intervals by means of group tests, by A. M. Jordan.

Effects of school attendance on intelligence test scores, by A. M. Jordan.

The influence of the language factor on intelligence test scores, by Bertha Luckey.

Methods of measuring the relative influence of nature and nurture, by T. L. Kelley.

Annotated references on the possibilities and limitations of training (and possibly one or more investigations to be reported), by Rudolph Pintner.

Analysis of test scores of negro children with reference to the influence of environment, by L. A. Pechstein.

The relative influence of mental age and length of school attendance upon achievement, by A. T. Poffenberger.

Effects of training on certain disabilities of college students, by Agnes Rogers.

A comparison of scores earned by parents and their children on achievement tests, by G. M. Ruch.

The influence of teacher training, school costs, etc., on the achievement of high-school pupils, by G. M. Ruch.

The influence of motivation on progress in reading, by G. M. Ruch.

The effects of training on material of the Binet type, by G. M. Ruch.

The effects of training in the use of elemental musical capacities, by C. E. Seashore.

The influence of mind-training exercises on mental age and achievement scores, by B. R. Simpson.

Analysis of scores earned by twins and ordinary sibs in some 30 physical and mental measurements, by Stevenson Smith.

The effect of length of school attendance upon achievement scores, by Percival Symonds.

Parent-child resemblance (on Binet and other tests) compared with fosterparent-fosterchild resemblances, by L. M. Terman.

Parent-child resemblance as measured by group test scores, by L. M. Terman.

Four studies of the influence of training on Binet test scores, by L. M. Terman.

Mental age limitations on ability to read, by L. M. Terman.

Data on university students with reference to the influence on achievement of such factors as goiter, type of room-mate, intellectual attitude, credit in prerequisite courses, etc., by H. A. Toops.

Bearing of formal discipline studies on the problems of the Yearbook, by G. M. Whipple.

Re-tests of young children (some of these tested before and after adoption), by Helen T. Woolley.

Among the most extensive of the investigations above listed are those of Freeman and Terman on foster children. For these two comparison studies a total of \$15,000 has been made available from the Commonwealth Fund.

In addition, it is hoped that contributions will be made by John Anderson, W. F. Dearborn, H. H. Goddard, J. D. Heilman, J. B. Miner, and M. J. Van Wagenen.

It is hoped that this yearbook will be ready for publication in 1927 or 1928.

IV. YEARBOOK ON THE TECHNIQUE OF CURRICULUM-MAKING

Dr. Harold O. Rugg, Lincoln School, Teachers College,
New York, Chairman

The membership of this committee is: Professors Franklin Bobbitt, F. G. Bonser, W. W. Charters, George Counts, Ernest Horn, C. H. Judd, F. J. Kelly, W. H. Kilpatrick, G. A. Works, and H. O. Rugg.

This committee held important meetings on September 21, and November 21 and 22, 1925.

It is hoped to publish its report in two volumes, perhaps as the 1927 Yearbook of the Society.

The committee has drawn up a composite statement of the foundations of curriculum-making which all members of the committee, or a majority of them, are willing to endorse.

It is tentatively planned to include in the first volume of this committee's report the following material:

Chapter on the development of methods of curriculum construction, by H. O. Rugg.

Legislation affecting school curricula, 1923-1925, by Flanders.

Review and critique of practices in curriculum-making in elementary schools, by S. A. Courtis.

Review and critique of practices in curriculum-making in high schools, by George Counts.

Review and critique of practices in rural schools (by study of selected state department), by G. A. Works.

Review and critique of curriculum-making in laboratory schools, by F. G. Bonser.

Curriculum reconstruction in the colleges, by F. J. Kelly.

Review and critique of curriculum-making for the professions, special occupations and so forth, by W. W. Charters.

Bibliography, by Hockett.

It is planned to devote the second volume to the "theoretical foundations of curriculum-making" and to include in it at least three illustrations of curriculum-making.

FINANCIAL REPORT OF THE SECRETARY-TREASURER OF THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION

JANUARY 1, 1925, TO DECEMBER 31, 1925, INCL.
RECEIPTS FOR 1925

Balance on hand, January 1, 1925.....	\$13,788.66
From Sale of Yearbooks by the Public School Publishing Company:	
Balance on royalties, June to December, 1924	\$3,438.42
Royalties, January to June, 1925.....	8,154.19
	<u>\$11,592.61</u>
Interest on bonds, etc.:	
Interest on Registered Liberty Bond.....	\$ 42.50
Interest on other Liberty Bonds.....	38.22
Interest on Liberty Bond Account.....	27.06
Interest on Dominion of Canada Bond....	55.00
Interest on Continental Gas & Electric Bond	90.00
Interest on Detroit-Edison Bond	50.00
Interest on U. S. Treasury Bond.....	42.50
Interest on Royalties	68.77
Interest on Savings Account.....	18.75
Interest on Checking Account.....	67.18
	<u>\$ 499.98</u>
Dues from Active and Associate Members.....	<u>\$ 4,479.35</u>
Total Income for the Year.....	<u>\$16,571.94</u>
Total Receipts, including initial balance.....	<u>\$30,360.60</u>

EXPENDITURES FOR 1925 Yearbooks

Publishing and Distributing Yearbooks:	
Printing 6000 24th Yearbook, Parts I and II.....	\$ 5,993.26
Freight on 24th Yearbook.....	166.90
Mailing 24th Yearbook.....	792.34
Mats and stereos for 24th Yearbook.....	1,019.53
Reprinting 3000 24th Yearbook, Part I.....	1,052.25
Reprinting 5067 24th Yearbook, Part I.....	1,739.60
Reprinting 3057 24th Yearbook, Part II.....	1,441.80
Reprinting 500 11th Yearbook, Part I.....	240.63
Reprinting 2038 18th Yearbook, Part II.....	287.10
Insurance on Yearbooks.....	20.10
	<u>\$12,753.51</u>
Preparation of Yearbooks:	
Expenses Committee, 24th Yearbook, Part II.....	\$ 88.25
Expenses Committee, Yearbook on Curriculum.....	1,160.94
Expenses Committee, 25th Yearbook, Part II.....	167.70
Expenses Committee, Yearbook on Textbooks.....	25.03
Expenses Proposed Mental Hygiene Yearbook.....	37.10
	<u>\$ 1,479.02</u>
Total Cost of Yearbooks.....	<u>\$14,232.53</u>

Meeting of Officers

Board of Directors, October Meeting.....	\$ 214.00
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Secretary's Office

Secretary's Salary	\$ 1,291.66
Traveling Expenses	115.96
Clerical Assistance	467.10
Equipment	302.10
Postage and Express.....	117.00
Stationery and Printing.....	170.58
Supplies	59.71
Telegraph and Telephone.....	7.21
Safe Deposit Box.....	2.50
Dues Refunded, Bad Checks.....	13.00
Exchange .....	.19
Miscellaneous	19.00
 Total for Secretary's Office.....	 \$ 2,566.01
Total expenditures for 1925.....	\$17,012.54

SUMMARY

Total expenditures for 1925.....	\$17,012.54
Balance on hand December 31, 1925:	
Checking Account	\$ 1,280.39
Savings Account	5,018.75
U. S. A. Treasury Certificates.....	800.00
Dominion of Canada Bond (cost value).....	979.75
Continental Gas & Electric Bond (cost value).....	930.00
Detroit-Edison Bond (cost value).....	940.00
U. S. A. Treasury Bond.....	1,000.00
Liberty Bonds (cost value).....	1,816.97
Undeposited Dues	579.20
Checks out for collection.....	3.00
 Total	 \$13,348.06
 Total	 \$30,360.60

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INFORMATION CONCERNING THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION

1. **Purpose.** The purpose of the National Society is to promote the investigation and discussion of educational questions. To this end it holds an annual meeting and publishes a series of Yearbooks.

2. **Eligibility to Membership.** Any person who is interested in receiving its publications may become a member by sending to the Secretary-Treasurer information concerning name, address, and class of membership desired (see Item 4) and a check for three dollars or two dollars (see Item 5). Membership may not be had by libraries or by institutions.

3. **Period of Membership.** Applicants for membership may not date their entrance back of the current calendar year, and all memberships terminate automatically on December 31st, unless the dues for the ensuing year are paid as indicated in Item 6.

4. **Classes of Members.** Application may be made for either active or associate membership. Active members pay two dollars dues annually, receive two copies of each publication, are entitled to vote, to participate in discussion, and (under certain conditions) to hold office. Associate members pay one dollar dues annually, receive one copy of each publication, may attend the meetings of the Society, but may not vote, hold office or participate in discussion. The names of active members only are printed in the Yearbook. There were in 1924 about 600 active and 1000 associate members.

5. **Entrance Fee.** New active and new associate members are required the first year to pay, in addition to the dues, an entrance fee of one dollar.

6. **Payment of Dues.** Statements of dues are rendered in October or November for the following calendar year. By vote of the Society at the 1919 meeting, "any member so notified whose dues remain unpaid on January 1st, thereby loses his membership and can be reinstated only by paying the entrance fee of one dollar required of new members." School warrants and vouchers from institutions must be accompanied by definite information concerning the name and address and class of membership of the person for whom membership fee is being paid.

7. **Distribution of Yearbooks to Members.** The Yearbooks, ready each February, will be mailed from the office of the publishers, only to members whose dues for that year have been paid. Members who desire Yearbooks prior to the current year must purchase them directly from the publishers (see Item 8).

8. **Commercial Sales.** The distribution of all Yearbooks prior to the current year, and also of those of the current year not regularly mailed to members in exchange for their dues, is in the hands of the publishers, not of the secretary. For such commercial sales, communicate directly with the Public School Publishing Company, Bloomington, Illinois, who will gladly send a price list covering all the publications of this Society and of its predecessor, the National Herbart Society.

9. **Yearbooks.** The Yearbooks are issued in parts (usually two) every February. They comprise from 250 to 700 pages annually. Unusual effort has been made to make them, on the one hand, of immediate practical value, and on the other hand, representative of sound scholarship and scientific

investigation. Many of them are the fruit of co-operative work by committees of the Society.

10. **Meetings.** The annual meetings, at which the Yearbooks are discussed, are held in February at the same time and place as the meeting of the Department of Superintendence of the National Education Association.

Applications for membership will be handled promptly at any time on receipt of name and address, together with check for the appropriate amount (\$3.00 for new active membership, \$2.00 for new associate membership). Applications received up to November 30th entitle the new member to the Yearbooks for that year; those received in December are regarded as pertaining to the next calendar year.

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